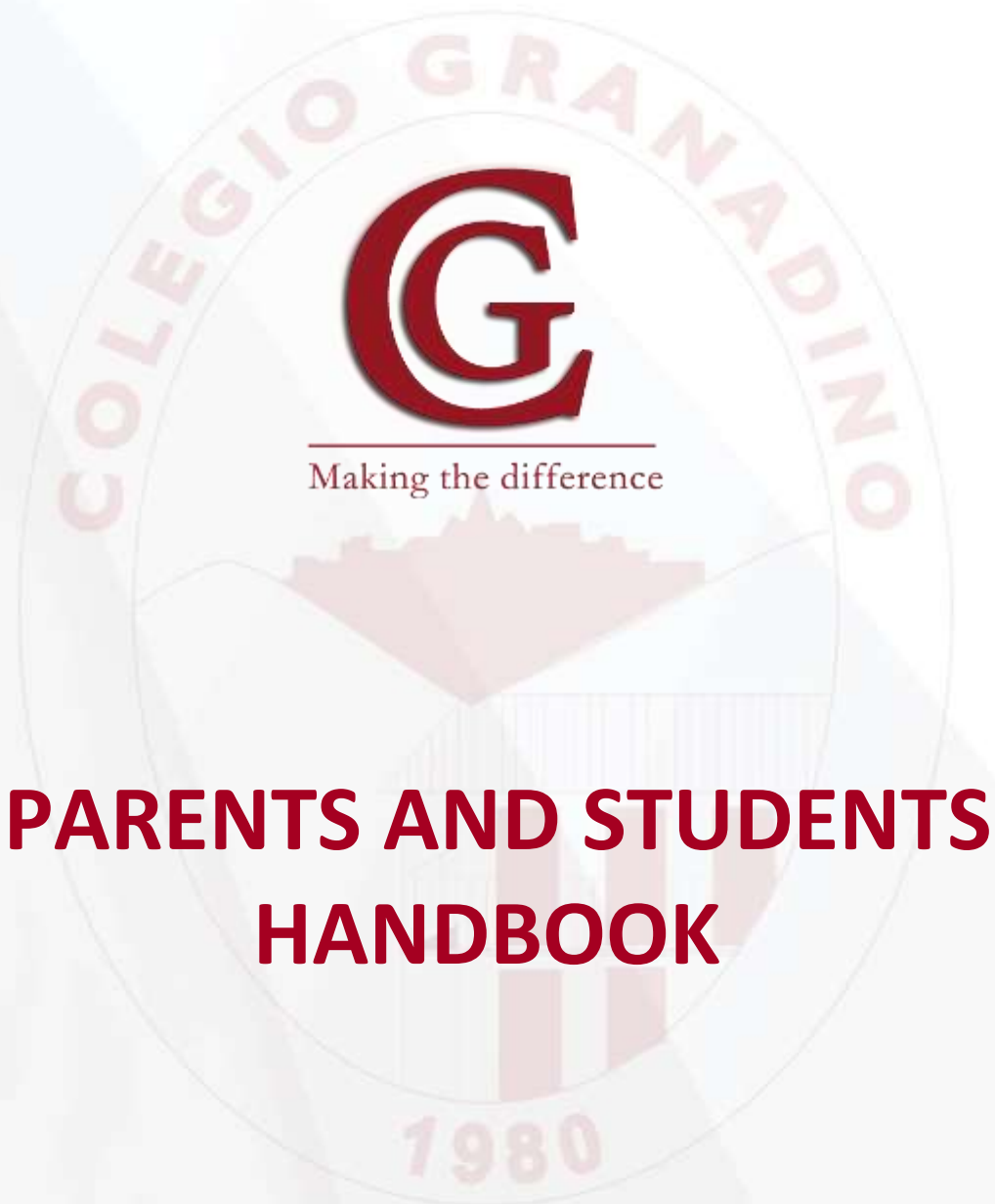


# **ASOCIACIÓN COLEGIO GRANADINO**



## **PARENTS AND STUDENTS HANDBOOK**

**SCHOOL YEAR  
2023-2024**

## TABLE OF CONTENTS

PREAMBLE	9
GENERAL RULES FOR THE COMMUNITY	10
chapter one	11
Generalities	11
Article 1. Identity	11
Article 2. Mission	11
Article 3. Vision	11
Article 4 Beliefs	11
Article 5. Historical Review	11
Article 6. Institutional Symbols	12
Article 7. General Characteristics of the School:	13
Article 8. Quality Indicators of the Colegio Granadino:	14
Chapter two	14
Admissions and Enrollment	14
Article 9. Admissions	14
Article 10. Enrollment	14
Chapter Three	14
Students	14
Article 11. Student Status	15
Article 12. Student Profile	15
Article 13. Rights of students	15
Article 14. Duties of the students	16
Article 15. Incentives for students	17
Article 16. Prohibitions to students	18
Prohibitions during Distance Learning and Alternation	19
Article 17. Loss of student status	19
Fourth Chapter	19
Parents and Guardians	19
Article 18. Parents and Guardians	19
Article 19. Rights of the Parents and Guardians	20
Article 20. Duties of the Parents and Guardians	20
Article 21. Prohibitions for Parents and/or Guardians	22

Article 22. Breach of duties and obligations for parents and/or guardians:	22
Article 23. Participation of Parents in school activities	23
CHAPTER Five	24
School government	24
Article 24. School Governing Bodies	24
Paragraph 1. Code of Ethics of School Governance Organizations	24
Article 25. General Assembly	24
Article 26. Board of Directors	24
Article 27. School Director	26
Article 28. Directive Council (Consejo Directivo)	26
Article 29. Academic Council (CPT)	28
Article 29.1. Evaluation and Promotion Commissions (CEP):	29
Article 30. Administrative Team	31
Article 31. Parents’ Council (Consejo de Padres)	32
Article 32. Group Representative (Class Parent	36
Article 33. Parents Association (PA):	39
Article 34. Student Council (STUCO):	40
Article 35. Student Spokesperson	42
Article 36. School Community Committee (Comité Escolar de Convivencia):	43
Article 37. General Secretariat	46
Chapter Six	47
Academic Regime	47
Article 38. Integral School Program	47
Article 39. International Bilingual Academic Baccaureate (Colombian) and “High School” (American) Programs	47
Article 39.1 Requirements for graduation with the International Bilingual Academic Baccaureate Diploma	47
Article 39.2 Requirements for graduation with a High School Diploma	48
Article 40. Teaching language	48
Article 41. Religious Education	48
Article 42. Curriculum	48
Article 43. Special Programs	49
Article 44. Study Trips (Field Trips)	49
Article 45. Extracurricular Extension Activities	50
Article 46. Representation of students in educational activities or competitions	50
Article 47. Evaluation	51

Article 48. Evaluation System	51
Article 49. Academic Progress Reports	54
Article 50. Conference between Students, Parents and Teachers	54
Article 51. Promotion	54
Article 51.1 Validation	56
Article 51.2. Reinforcement and remediation activities	56
Article 52. Individual Educational Plan (IEP):	57
Article 52.1 Program for High Performance Athletes	57
Article 53. External Tutorials	60
Article 54. Academic Probation Period	60
Article 55. Academic Honors	61
Article 55.1 Honor Roll	61
Article 55.2 High Honors Mention	62
Article 55.3 Mention of High Academic Honors	62
Article 55.4 Honor Society	62
Article 55.5 Granadino Gold Medal	62
Article 56. Certificates	63
Chapter Seven	63
Coexistence and Discipline Regime	63
Article 57. Basic Premises	63
Article 58. Rules of conduct between students, teaching and administrative staff	64
Article 59. Physical Contact	64
Article 60. Dress Code	64
Article 61. Attendance Regime: Class Attendance / Late Arrivals	65
Article 62. Absences	66
Article 63. Absences for medical reasons	66
Article 64. Absences for other justified reasons	66
64.1: Exchange Policy.....	67
Article 65. Medical, Dental and Legal Appointments:	67
Article 66. Late arrivals to class:	68
Article 67. Absences for unjustified reasons	69
Article 68. Offences	69
Article 69. Classification of offenses	70
Article 70. Minor Offenses	70
Article 71. Serious Offenses	70

Article 72. Very Serious Offences	72
Article 73. Special Offenses that affect school climate	73
Article 74. Pedagogical measures for minor offenses	73
Article 74.1 Verbal reprimand	73
Article 74.2 Written warning	73
Article 74.3 Assignment of short-term special activities	73
Article 74.4 Temporary withdrawal from class	73
Article 74.5 Monitoring by counseling	74
Article 74.6 Periods of reflection within the school	74
Article 74.7 Reparative action	74
Article 74.8. Written work or presentation	74
Article 75. Pedagogical measures for serious offenses	74
Article 75.1 Suspension	74
Article 75.2 Loss or suspension of privileges	74
Article 75.3 Pedagogical Behavior Contract	74
Article 75.4 Follow-up by counseling	75
Article 75.5 Enrollment in Observation	75
Article 76. Pedagogical measures for very serious offenses	75
Article 76.1 Observation Enrollment	75
Article 76.2 The non-renewal of enrollment for the following school year	76
Article 76.3 Cancellation of Enrollment and Definitive Withdrawal from the Institution	76
Article 77. Criteria for attenuation or aggravation of the pedagogical measure	76
Article 77.1 Mitigating factors	76
Article 77.2 Aggravating factors	76
Article 78. Procedure for the imposition of pedagogical measures for the commission of minor offenses	77
Article 79. Special procedure for suspension of less than three days	77
Article 80. Procedure for the imposition of pedagogical measures for the commission of serious or very serious offenses	77
1. Preliminary Inquiry:	78
2. Opening meeting of the Disciplinary Process and Releases:	78
3. Preliminary	78
4. Decision	79
5. Appeals	79
Article 81. Early termination of the disciplinary process	80
Article 82. Informant	80

Article 83. Right to defense and due process	80
Article 84. Determination of Competence	81
Article 85. Chain of authority/regular conduct	81
Eighth Chapter:	81
General guidelines on handling situations that affect school CLIMATE, human, sexual and reproductive rights	81
Article 86. Incorporation in the Student Handbook of the definitions, principles and responsibilities	81
Article 87. Responsibilities of educational establishments in the National school climate System	82
Article 88. Responsibilities of the School Director of the educational establishment in the National System of school climate	83
Article 89. Responsibilities of teachers in the National School Climate System	83
Article 90. Pedagogical Projects	83
Article 91. Participation of the family	84
Article 92. Actions of the Promotion Component	85
Article 93. Actions of the prevention component	85
Article 94. Actions of the attention component	86
Article 95. Classification of situations:	86
Article 96. Protocols	86
Article 97. Protocol for Type I Situations	87
Article 98. Protocols for Type II Situations	88
Article 99. Protocol for Type III Situations	88
Article 100. School Climate and Student Handbook	89
General Guidelines for Updating the Student Handbook:	89
Chapter Nine	90
CONFLICTS OF INTERES	90
Article 101. Conflicts of Interests	90
Article 102. Reserved	91
Chapter Ten	91
School Environment	91
Article 103. School environment	91
Article 104. Use and conservation of facilities and goods for collective use	91
Article 105. Cafeteria	91
Article 106. Parking	91
Article 107. Teachers' rooms	91
Article 108. Teachers' dining room	91

Article 109. Bathrooms	91
Article 110. Use of telephones	92
Article 110.1 Policy for the use of mobile devices	92
Article 111. Visitors and Guests	92
Article 112. Motor Vehicles	93
Article 113. Use and conservation of goods for personal use	93
Article 114. Books	93
Article 115. Lockers and backpacks	93
Article 116. Lost and Found Objects	94
Article 117. Rules of personal hygiene, prevention and public health	94
Article 118. Emergencies and disasters	94
Eleventh Chapter	94
Student Welfare and Complementary Services	94
Article 119. Student Services	94
Article 120. Counseling Services	94
Article 121. Special Educational Needs	95
Article 122. Chaplaincy	95
Article 123. Joanne Smith Barrett Library Media and Information Center	95
Article 124. Library	96
Article 125. Appropriate use of technological resources	96
Article 126. Health office	98
Article 127. School Transportation	99
Article 128. Cafeteria and restaurant service	100
Article 129. Store	100
Article 130. Money management policy in student activities and complementary services	101
CHAPTER Twelfth	101
Media	101
Article 131. Means of Communication between the School and the Community	101
Article 132. School calendar	101
Chapter Thirteen	101
Other provisions	101
Article 133. Regulatory Integration	101
Article 134. Additional Costs	102
Annexes	103
Annex # 1: Attention Routes (Definition, Risk Signs, Attention Elements)	103

1. Route for the attention of situations of SPA Consumption (Psychoactive Substances)	103
2. Attention route for situations of domestic violence	104
3. Attention route for situations of abuse due to breach of responsibilities by adults	106
4. Attention route for situations of child abuse	108
5. Route for the attention of situations of physical and/or emotional abuse by teaching, managerial or administrative staff of the educational institution.	109
6. Attention route for situations of suicidal behavior	111
7. Route of Care for Situations of Pregnancy in Adolescents	115
8. Attention route for situations of commercial sexual exploitation of children and adolescents.	117
9. Route for attention to situations of sexual violence	118
Annex 2: Policy for the proper use of institutional email for students:	120
Responsibilities of Institutional Email Users	121
Restrictions on the use of institutional email	121
Consequences of inappropriate use of institutional mail	121
ANNEX # 3 GLOSSARY	122
REFORMS AND VALIDITY	133



## **PREAMBLE**

### **PHILOSOPHY**

Colegio Granadino is a private, non-profit, mixed, daytime educational institution, which offers bilingual education (Spanish-English) from kindergarten to 12th grade to all Colombian, North American, adolescents and youth, whose families want and accept the characteristics of a bilingual education (Spanish - English) that applies international quality standards for American schools. By its nature, Colegio Granadino is non-denominational and does not accept discrimination.

Colegio Granadino is an institution open to contemporary educational trends that focus on the student, seen as a human being, rich in possibilities for growth and development, with potentialities and limitations, and that facilitate the satisfaction of individual student needs., according to their interests, age, maturity and development, to achieve academic excellence based on both the educational standards in force in Colombia and the quality standards in force in the United States.

From these perspectives, Colegio Granadino is committed to dedicating its best efforts to offering a comprehensive education that establishes a balance between the intellectual, the psycho-affective, the social, and the physical.

The curriculum and extracurricular programs are conceived as school strategies that allow this comprehensive education. Both the curriculum and the extracurricular activities consult the advances in science and technology and recognize that we live in a changing world and society. From the academic and skills point of view, Colegio Granadino is committed to training its students for admission and satisfactory permanence in national and foreign universities.

All the members of Colegio Granadino, without exception, are committed to creating an educational environment day by day in which the development of the individual and of the Granadino community is effectively possible, based on bilingualism (Spanish-English) and in the quality standards of American-type schools, moral values and ethical principles that favor a healthy and rewarding coexistence, critical-evaluative capacity based on reasonable arguments, appreciation for one's own and others' cultural achievements, intellectual creativity and aesthetics, research based on scientific models, preventive care for health and the environment, independence of thought and action, without spoiling the freedom of others.

Finally, Colegio Granadino is committed to educating democratic citizens with solid moral principles, capable of contributing to the advancement of the region and the country where they live, aware of the importance of mutual respect and tolerance, as the basis for cooperation and intercultural and international exchange.

## GENERAL RULES FOR THE COMMUNITY

In order to achieve a high-quality education and ensure that the Granadino Community is an example of the noblest characteristics of our society, it is essential that the entire community, students, parents, teachers and administrators, work as a team with dedication toward a shared vision. Members of a successful team have clearly defined responsibilities, open lines of communication, mutual respect, and a common vision of the goals they need to achieve. They understand that by being part of a team, each one must agree to represent the qualities implicit in the fulfillment of a lofty purpose that goes beyond personal interests.

The common goal we have of well-being, happiness, education and success of our students depends largely on this teamwork and the way we maintain an environment of respect and cooperation between each of the members that make it up. To ensure this environment, as a member of the Granadino Community, I accept the following code of conduct agreement:

As members of the Granadino Community, we agree to:

1. Accept the rules and expectations – explicit and implicit – defined in our Student Handbook. As well as accept the responsibility of familiarizing ourselves with the Handbook.
2. Respect the decisions required for the effective exercise of these rules and expectations, since they are the guide for the effective operation and continuous improvement of Colegio Granadino.
3. Follow the regular channel when we have questions regarding a decision made and address our concerns through respectful dialogue.
4. Manage all situations within our community from a position of mutual trust and confidentiality.
5. Treat others with dignity and courtesy, especially in situations where there is disagreement.
6. Accept that each leadership group in our community has a different perspective and experience regarding any given situation and do everything possible to understand these different perspectives.
7. Participate deliberately to ensure open and clear communication for all involved and use our common purpose as a guide in these processes.
8. Recognize the complexity of identifying solutions that meet the best interest of the entire community, considering individual needs in advance as well as preserving the integrity of the processes designed to maintain this balance.
9. Be an example of the qualities and behaviors that we are trying to develop in our students, including leadership, integrity, responsibility, creativity, bilingualism, service and mutual respect without discrimination.
10. Defend the good name and image of Colegio Granadino in the community in general, trusting in the quality of the Institution to which we belong.

## **CHAPTER ONE** **GENERALITIES**

**Article 1. Identity :** The Asociación Colegio Granadino, hereinafter called Colegio Granadino, is a private, non-profit, bilingual (English-Spanish) educational institution, accredited by the Ministry of National Education and by Cognia, whose purpose is to educate, comprehensively and harmoniously, its students based on academic and humanistic quality standards, with the vision of a globalized world and the awareness of forming leading and useful citizens for our society with solid principles and values that pursue social welfare.

**Article 2. Mission:** To form bilingual, ethical and responsible leaders who are creative, critical thinkers who make a difference.

**Article 3. Vision:** To be the regional leader at the vanguard of education through our engaged community, the innovation of our programs, and the inspiration of our students.

**Article 4 Beliefs:** Colegio Granadino believes that its students should:

- Demonstrate high proficiency in English and Spanish.
- Succeed academically through a strong curriculum that emphasizes knowledge and skills.
- Integrate their spiritual, intellectual, physical, social and psychological education.
- Be academically prepared to succeed at the university level in both Colombian and international universities.
- Implement critical thinking skills and demonstrate initiative and creativity to face individual and global situations.
- Develop investigative skills using a variety of scientific methods.
- Use technology to participate efficiently in a changing world.
- Promote the basic principles of democracy, solidarity and social justice.
- Appreciate cultural differences and develop tolerance and respect for people.
- Develop a comprehensive and global perspective.
- Be good citizens who contribute to society.
- Develop moral and ethical principles that allow them to make responsible and effective decisions.
- Understand, respect and preserve the environment.
- Develop creative potential, explore learning styles, and grow as productive individuals.
- Grow up in a safe environment that promotes strong self-esteem.
- Acquire the skills and knowledge necessary to become active and healthy adults and to make positive lifestyle choices.
- Become lifelong learners and performers with a desire for continuous improvement.

**Article 5. Historical Review:** The Asociación Colegio Granadino (ACG), was founded on November 13, 1980, with the purpose of providing bilingual Spanish-English education to students of all nationalities, following the educational models in force in Colombia and the United States.

The School began its activities in the month of February 1981 with 35 kindergarten and transition students and opened a school grade each year until completing an educational cycle from preschool to grade 12.

Initially, the School operated in a house located in the Palogrande neighborhood in the city of Manizales and currently its facilities are in Vereda La Florida, Calle 71 #1- 998 in the municipality of Villamaría, department of Caldas. In a total area of 12.07 Hectares. There are 8 blocks of buildings that house the administration sections, early childhood (preschool), elementary school (basic primary), middle school, high school, restaurant and multiple classrooms, covered coliseum and fitness center (gym) and buildings for future occupation. Within these facilities there are areas for a stimulation room for babies, an atelier and a restaurant for preschoolers, as well as a library, teachers' rooms, 2 auditoriums, a mini coliseum, 2 cafeterias, 3 computer labs, 3 science labs (biology, physics and chemistry), in addition to a parking lot and access path, covered walkways or pergolas and various sports venues.

The school's educational project is adapted to the advances and technologies of the 21st century, with the commitment to be at the forefront of national, American and international quality standards and indicators. In 2001, the School obtained its accreditation of international quality in education, granted by the Southern Association of Schools and Schools (now known as Cognia), which is renewed every five years and is in force. In 2005, the process of implementing a Quality Management System began with a view to obtaining certification according to the ISO 9001-2008 standard, obtaining certification in 2006 and which was in force until 2017 and by decision of the school was not renewed.

In its commitment to a comprehensive education, the School opened the Jardin on August 9, 2007, and offered children between one and three years old the opportunity for a harmonious and appropriate early childhood education. The Colegio Granadino Jardin is an integral part of the School with the proposal that is framed in the philosophical, pedagogical, and physical principles that guarantee the development of the potential of young children.

Colegio Granadino stands out in the city and in the region as a bilingual school with high standards in the comprehensive education of its students; the participation of parents in the different programs and projects of the School and their responsible integration in the education of their sons and daughters have also represented success factors to be conceived today as one of the best educational options in the Coffee Region.

**Article 6. Institutional Symbols:** The institutional symbols are:

**Anthem:**

In the steep green Andes Mountains  
Our voices fill the air,  
As we sign of truth and learning  
and friendship ever to share;

By the spires of Manizales  
with the silver sky above,  
we sing to Granadino,  
the school that we love  
we sing to Granadino  
the school that we love.

Alegría, esperanza

Sapiencia y Virtud  
Están en nuestras aulas  
y en nuestra juventud

Por siempre en nuestras almas  
Granadino vivirás  
Con orgullo te queremos,  
tu gloria crecerá

The Shield and the Flag of the School are also Institutional Symbols.

#### **Article 7. General Characteristics of the School:**

<b>Name:</b>	ASOCIACIÓN COLEGIO GRANADINO
<b>Address:</b>	Calle 71 # 1-998 Vereda La Florida, Municipality of Villamaría, department of Caldas, Colombia.
<b>Telephones:</b>	PBX (606) 8745774.
<b>Fax:</b>	(6) 8746066
<b>Website:</b>	<a href="http://www.granadino.edu.co">www.granadino.edu.co</a>
<b>Email:</b>	<a href="mailto:colgranadino@granadino.edu.co">colgranadino@granadino.edu.co</a>
<b>Nature:</b>	Private, non-profit.
<b>Character:</b>	Mixed, American Type - calendar b, preschool plus 12 years of schooling, US curriculum, foreign staff.
<b>Education:</b>	Formal, Academic Bilingual (Spanish-English)
<b>Administration:</b>	General Assembly, Board of Directors and the School Director
<b>Levels:</b>	Preschool (Kinder 1 – Kinder 5), Elementary (1st to 5th grade) Basic : (6th to 8th grade - Middle School) Middle: (from 9th to 12th grade - High School)
<b>Programs:</b>	International Bilingual Academic Baccaalaureate and “US High School Diploma”
<b>Calendar:</b>	B (August to June).
<b>Year of foundation:</b>	1980.
<b>Approved and Accredited by:</b>	Ministry of Education of Colombia – Secretary of Education de Caldas, according to Resolution 4771-6 of June 21, 2017, and accredited by the Cognia organization.
<b>Location:</b>	7 kilometers from Manizales in a semi-urban area, country setting.
<b>Extension of the land:</b>	12.07 Hectares
<b>Facilities:</b>	8 blocks of buildings that house the administration sections, early childhood (preschool), elementary school (basic primary), middle school (middle school), high school (academic middle), restaurant or multiple classrooms, covered coliseum and fitness center (gym) and buildings for future occupation. Within these facilities there are areas for a stimulation room, atelier and a restaurant for preschoolers, as well as a library, teachers' rooms, 2 auditoriums, a mini coliseum, 2 cafeterias, 3 computer labs, 3 science labs (biology, physics and chemical), in addition to parking services and access path, covered circulation or pergolas and various sports venues.

**Degrees awarded:** International Bilingual Academic Bacalaureate and USA High School Diploma

**Professional Organizations to which the School belongs:**

- ACCAS (The Association of Colombian-Caribbean American Schools)
- TRI-ASSOCIATION (The Association of American Schools of Central America, Colombia - Caribbean and Mexico)
- COGNIA (previously called SACS)
- AMISA (American International Schools in the Americas)

**Effective Days of Classes:** 180 minimum (40 weeks).

**Article 8. Quality Indicators of the Colegio Granadino:**

- INDEFINITE approval of studies granted by the Ministry of National Education and by the Secretary of Departmental Education according to Resolution # 4771-6 of June 21, 2017.
- Cogna accreditation since 2001, renewed every five years, valid to date.
- Keep the Tests/Tests NWEAMAP (grades 2-9), PSAT (grade 10), SAT (grade 11), PRE SABER 11 (Grade 11) SABER 11 – ICFES (Grade 12)

**CHAPTER TWO**  
**ADMISSIONS AND ENROLLMENT**

**Article 9. Admissions:** Colegio Granadino will carry out the admissions processes in accordance with the law and the internal regulations on this matter. Students and families admitted to Colegio Granadino accept, with their admission to the community, the Institutional Philosophy, Vision, Mission and Beliefs.

Reinstatement cases defined in the Admissions Process, depending on their nature, will be handled in accordance with the internal policies of the admissions office, which are in accordance with the law.

**Article 10. Enrollment:** Enrollment is a contract through which the applicant admitted as a regular student at the School is formalized and/or his or her permanence or continuity in the School is legalized for each academic term or school year that begins in August and ends in July of the following year. Colegio Granadino may authorize extraordinary, extemporaneous and transfer registrations, after fulfilling the special requirements for each case. To enroll, it is necessary that the Family Unit is in good standing with the School for all reasons. Those who do not enroll in the calendar previously set by the School, must pay extraordinary enrollment fees. The student who enrolls after the beginning of the school period, must pay the fees from the month of admission until the following June.

**CHAPTER THREE**  
**STUDENTS**

**Article 11. Student Status:** To acquire student status at Colegio Granadino it is necessary to have been officially admitted; accepted by themselves or through their parents, legal representatives or guardians, the institutional philosophy and its regulations, as well as sign the respective enrollment contract.

**Article 12. Student Profile:** At the end of their studies, both in Colombian high school and in American High School, the student of Colegio Granadino will be characterized by:

- Having a solid comprehensive, ethical and academic background that allows them to successfully enter the university and remain satisfactorily in it.
- Being bilingual (Spanish – English) to be competitive in a globalized world.
- Being honest, balanced, and responsible for themselves, their family, their community, and the environment.
- Leading a healthy lifestyle.
- Leading and being part of the solution of their problems and the problems of the community in which they live, seeking social benefit above individual interests.
- Analyzing and questioning reality to propose alternatives for improvement and/or change in their personal or community life.

The student of the Colegio Granadino is characterized by:

- Being a person who respects human rights and values interpersonal relationships.
- Being a person committed to their responsibilities, who strives to be better every day to develop the maximum of their own potential.
- Being a person committed to their training in values, practicing them in their daily lives.
- Being a person who values and takes advantage of all the opportunities that the School and the family give them for their human and academic growth.

**Article 13. Rights of students:** The Colegio Granadino describes a right as the power that a person has to act, decide or demand something, taking into account the limitations imposed by the rights of other people, always respecting the rules and agreements that contribute to establishing order in the interpersonal relationships, seeking a healthy coexistence.

Within the training programs offered by the School, students have the right to:

- Know the Institutional Educational Project, and especially this Student Handbook.
- Enjoy the honor and good name; freedom of conscience and worship, as long as they do not violate established law and order.
- To be treated with dignity and respect by the entire educational community
- Participate in the continuous learning process that guarantees their integral formation, and that allows them to live in harmony with themselves and with their surroundings, and guarantees their full physical, mental, moral, spiritual and social development.
- Actively participate in academic, sports, cultural and recreational programming for the educational community.
- Enjoy a pleasant and healthy educational environment.
- Benefit from the facilities, human resources, material and technological equipment of the School, in accordance with the rules and regulations for their destination.
- Know the reports of their academic and behavioral situation, before making the records.

- Present suggestions that allow the improvement of the academic, methodological, disciplinary, ethical and moral level of the School.
- Submit timely and justified claims, in a respectful manner, observing the regular conduct.
- To be heard in defenses when the student is involved in disciplinary, academic or other problems.
- Receive psychological and academic guidance within the School, depending on the availability of the service and the characteristics of the case.
- Form committees, associations and organizations with educational purposes for their personal and academic life and that are in accordance with the Institutional Educational Project, the regulations and the school Student Handbook.
- Elect and be elected, participating in all levels of school government.
- Represent the School in all kinds of events for which it is elected or selected.
- Other rights recognized by the Constitution, the Law and the Regulations of the Association.

**Article 14. Duties of the students:** For the scope of the achievements proposed by the School, the students must:

- Know and comply with what is described in the Institutional Educational Project, and especially in this Student Handbook.
- Maintain a respectful and fair treatment with the entire educational community.
- Demonstrate loyalty to the School and respect its name, its uniform and institutional emblems at any time, activity and place.
- Attend classes or school activities punctually during the school year and timely submit excused permits and excuses for tardies and absences.
- Comply with the curricular and extracurricular obligations planned by the School.
- Deliver in a timely manner, to the indicated person, the correspondence (notes, bulletins, circulars, etc.) that the School sends to the homes and vice versa.
- Preserve, care for and maintain the School's assets, fixtures and equipment in good condition, being responsible for damages and losses.
- Respect, not take or use the goods and belongings of others without consent.
- Comply with the established disciplinary and coexistence rules.
- Participate and collaborate positively in all school activities by demonstrating exemplary behavior.
- Inform their superiors about any activity of their knowledge that affects the normal functioning and well-being of themselves and/or the educational community.
- Respect national symbols, both Colombian and those of any other country or culture.
- Act at all times in accordance with the criteria and values established by the fundamental principles of community life, inside and outside the School.
- Arrive at classes and activities related to the School in full use of their physical and mental faculties.
- Communicate their concerns to the indicated people, consulting the organization and the chain of authority of the School following the regular channel.
- Represent the School with dignity in any public or private activity.
- Take care of life, refraining from consuming, selling and carrying alcohol or drugs.
- Do not use firearms and sharp objects at any time, as well as magazines and pornographic material.
- Comply with the responsibilities implied by being elected as a member of the school government bodies.



- Adopt appropriate behavior inside and outside the School, in such a way that it raises the good name of the School.
- Provide support seeking the common good of the members of the community and of the one you want to serve.
- Comply with the other guidelines and duties established in the Law and in this Student Handbook.
- Comply with the responsibilities of the external tests (MAP, SABER, PSAT, etc.) of the school always with your best effort and attitude
- Attend in a timely manner virtual classes and other scheduled academic sessions or activities.

#### **Homework during Distance Learning and Alternation**

- Properly use, and only for academic purposes, the technological and connectivity resources provided by the Institution for its academic development, in accordance with the regulations of the technology area
- Maintain a decent personal presentation during each virtual class.
- Inform through due regular conduct, any anomaly of their own or of any member of the educational community that affects the normal development of the academic activities of the Institution.
- Respect the provisions regarding the processing of their own personal data and that of other members of the educational community.
- Ensure and commit to the self-care and safety of all members of the community, complying with the biosafety protocols and standards established by Colegio Granadino, while they remain within the School's facilities, during the time of pandemic and alternation.
- Honestly fill out the daily survey on COVID-19 symptoms.

**Paragraph:** The scalpel is considered a class work material and can be used as long as it is done under the supervision of the adult in charge of the activity.

**Article 15. Incentives for students:** Any School Government Organization, in accordance with its competence and prior approval of the School Director of the School, will grant incentives to students who stand out for their academic performance, investigative spirit, cooperation or who excel in sports, cultural or scientific competitions, and by seniority or behavior, such as:

- Exemption of all or part of the payment of tuition and/or pension rights: scholarships, partial scholarships or honors.
- Right to trophies, decorations, prizes, privileges, special mentions and to represent the respective group in flag-raising or in community acts, with notification to the parent and/or annotation in their resume.
- Public recognition of students who stand out for their academic, sports, cultural or social achievements.
- Academic Honors.
- Publication or dissemination of work in the newspaper, on billboards, on the radio station or in any other means of communication that exists in the School.
- Being part of the Honor Society.
- Being elected to School Government bodies.
- Exemption from submitting academic evaluations.

- Right to represent the School in all kinds of competitions or events of a local, national or international nature.
- Honor Roll (Definition Article 51).
- Granadino Golden Award (Definition Article 51).

**Article 16. Prohibitions to students:** Students of Colegio Granadino are expressly prohibited from:

- Walking in or out of the School facilities.
- Leaving the School without proper authorization.
- Driving a vehicle within the School facilities, except in cases authorized by the School Director.
- Entering or leaving the School at times other than those established or on non-business days, except with the authorization of the competent official.
- Entering restricted areas, unless expressly authorized by the competent authority.
- Appearing at School under the influence of alcoholic beverages, drugs or any substance not allowed; use or distribute them or possess them within the school. Smoking or having cigarettes at school.
- Taking to School, looking at or circulating within it; magazines, books, brochures or any other material of a pornographic nature, as well as accessing sites of this type on the Internet. The use of t-shirts or other garments with obscene or degrading motifs or that refer to psychoactive substances is not allowed.
- Disrupting the normal development of academic, cultural or sports activities.
- Using within the School during class hours or other school activities, electronic objects that are not necessary for schoolwork and that distract or harm them.
- Stealing, appropriating, hiding or taking books, notebooks, school supplies, computer files or any kind of objects from their classmates, teachers, directors or any other person, without their consent and incurring in any other conduct that violates discipline and morals required by the School.
- Selling articles within the School, unless it is a community activity scheduled by the directives or there is express authorization from them.
- Altering, adulterating or falsifying documents, incurring in fraud or in any conduct that constitutes a contravention or criminal offense according to Colombian Legislation or committing fraud, cheating or plagiarism in evaluations, academic works or in other academic activities.
- Performing, disclosing or participating in subversive activities or illegal groups, using obscene or vulgar language.
- Carrying, supplying or using weapons or elements that go against the physical, social or moral integrity of the people who make up the educational community.
- Carrying out a carnal act or access against another person, inducing them to abusive, denigrating, dishonorable practices or in any way attacking or violating their sexual freedom or negatively influence their sexual education.
- Inducing, manipulating, constraining or forcing another person to commit an act that constitutes an academic or disciplinary infraction, or that in any way violates morals, the Law, health and good customs required by Colegio Granadino.
- Physically or verbally attacking any member of the community, as well as having offensive, disrespectful or discriminatory attitudes towards any of them.
- Repeatedly disobeying, being insubordinate to, or openly defying the authority of any teacher or administrator.

- Causing damage or attempting to cause it to the facilities and belongings of the School or of other people.
- Playing games of chance or betting.

#### **Prohibitions during Distance Learning and Alternation**

- Uploading any kind of evaluations and/or academic activities to the virtual platform, so that others can copy them.
- Acquiring or disclosing, totally or partially and by any means, to any student or member of the educational community, the questionnaires or topics of an academic evaluation without the consent of the respective teacher.
- Disclosing to third parties or allowing the use of the indicated user password for purposes of entry and use in the virtual platform, information management, and presentation of online evaluations.
- Presenting, sharing, or propagating by any means, inappropriate content on educational platforms or social networks involving members of the educational community.
- Violating any provision regarding the Protection of Personal Data of any member of the educational community.
- Entering school without a mask.
- Putting the health of community members at risk, by not properly using biosafety implements within the School's facilities during times of alternation and pandemic.
- Failure to fully or partially comply with the biosafety protocols established by the Colegio Granadino, during the alternation period.

#### **Article 17. Loss of student status:** Student status at Colegio Granadino is lost:

- When the twelfth grade (12) of the academic secondary education level has been completed and passed, and the title of International Bilingual Academic Baccalaureate and/or the "High School Diploma" is obtained.
- When the obligations established in the enrollment contract are not fulfilled or when it is not signed within the deadlines and with the fulfillment of the requirements established by the School.
- When so determined by a disciplinary or academic measure, temporarily or permanently, in accordance with the provisions of this Handbook.
- By voluntary withdrawal, whether said withdrawal comes from the student or from the Parents, legal representatives or guardians.
- For the accumulated loss, consecutive or not, of 2 academic years.

### **FOURTH CHAPTER** **PARENTS AND GUARDIANS**

**Article 18. Parents and Guardians:** They are considered as parents of the Colegio Granadino, the parents of the student according to the regulations of the Colombian Civil Code. Guardians are those who have the legal representation of the student, even if they are not their parents.

When the parents are listed in this Handbook, the guardians of the student will be understood to be included in this category.

Parents and guardians are jointly and severally obliged to attend all the appointments that the School makes to deal with matters related to the education of the student and participate jointly in the meetings convened by the School.

It is understood that any of the parents or guardians can exercise the representation of the student before the institution, which is why in the event that they are summoned to the educational establishment, the presence of one of them will suffice to understand all the actions.

**Paragraph:** Separated and/or Divorced Parents: For Colegio Granadino, both parents have equal rights and duties in the educational process of their child, unless there is an order or ruling from a competent authority that conditions or limits them. A copy of this order or ruling must be provided to the School at the time it is required.

**Article 19. Rights of the Parents and Guardians:** The Rights of the Parents and Guardians are:

- Know the principles that guide the Institutional Educational Project, the Student Handbook, the study plan, the basic pedagogical strategies and the school evaluation system.
- Receive clear and timely information about the academic, disciplinary, socio-affective behavior and in general about the personal well-being of your child.
- Participate in training programs and community, cultural and sports activities and parent committees that make up the School.
- Elect and be elected as members of the Board of Directors and other bodies of community participation and representation of the school government.
- To be treated with respect and dignity, without discrimination, by all members of the educational community.
- Formulate suggestions, using regular channels, for the improvement of institutional processes.
- Other rights recognized by Colombian Law and the Association.

**Article 20. Duties of the Parents and Guardians:** The Duties of the Parents and Guardians are:

- Know and accept the mission, philosophy, beliefs, academic and organizational structure, objectives, disciplinary and financial policies, the Student Handbook and the Statutes of Asociación Colegio Granadino.
- Provide respectful and dignified treatment, without discrimination, to all members of the educational community.
- Stay informed about their child's academic performance, discipline, socio-affective and personal development.
- Punctually attend assemblies, conferences, talks, meetings and appointments, convened by the School.
- Comply with and make their child comply with the provisions and regulations of the School, as well as abide by the recommendations of an academic or disciplinary nature that the School establishes.
- Pay, on the established dates, the economic obligations acquired with the School.
- Communicate their concerns to the appropriate people following the regular channel.
- Read all communications (circulars, notes, letters, newsletters, e-mail, the school's website) sent by the School and return the detachables timely and duly completed when required.

- Give a good image of the School through the positive dissemination of its programs, projects and activities.
- Contribute so that the educational service is harmonious with the exercise of the right to education and in compliance with its social and legal purposes.
- Comply with the obligations contracted in the registration act and in the Student Handbook, to facilitate the educational process.
- Comply punctually with all economic obligations and commitments acquired and agreed with the Institution.
- Pay for the damages caused by their children to other people and to the property, to the physical plant or to the equipment of the Educational Institution.
- Contribute to the construction of a climate of respect, tolerance and mutual responsibility that favors the education of children and the best relationship between the members of the educational community.
- Communicate in a timely manner, and in the first place to the authorities of the School, the irregularities of which they are aware, among others, in relation to child abuse, sexual abuse, trafficking or consumption of illicit drugs. If you do not receive a prompt response, go to the competent authorities.
- Support the School in the development of actions that lead to the improvement of the educational service and that raise the quality of learning, especially in the formulation and development of institutional improvement plans.
- Accompany the educational process in compliance with their responsibility as the first educators of their children, to improve personal orientation and the development of citizen values.
- Participate in the annual self-assessment process of the educational establishment.
- Responsibly assume the correct training of their children as first educators at home and fulfill the responsibilities defined in Art. 7 of the General Law of Education on the family and what is stipulated in Law 1098 of 2006 under the parameters of ethics and good morals
- Contribute to solidarity with the Educational Institution in the education of their children.
- Encourage their children at home to respect others, superiors, institutions and legitimate forms of authority, giving them a good example.
- Collaborate with the formation of good manners for their children inside and outside the School and always set an example for their children and/or representatives of good behavior.
- Give a measured and appropriate treatment to directors, teachers, students and employees of the Educational Institution.
- Avoid uttering insults and/or threats against the directors, teachers and administrative staff of the institution, personally, by telephone, letters, by email or before third parties, for any reason.
- Respect the regular conduct proposed in this Student Handbook and make use of it, for the peaceful resolution of conflicts and the good social coexistence of the educational community.
- Be objective and fair when making complaints and refrain from making improper or unsubstantiated complaints and refrain from making angry requests.
- Refrain from participating in comments that affect the image of the Institution in the community. In case of concerns or disagreements, express them directly to the people involved or the school management, with due respect.
- Avoid negative comments from the institution or its members with members of the educational community or with people outside the school that are detrimental to the entity or its staff.

- Refrain from consuming alcoholic beverages or smoking on campus in the presence of students.
- Give a private and appropriate use to the film or photographic documents that are allowed to be recorded in the activities and special events of the school.

**Article 21. Prohibitions for Parents and/or Guardians:** Parents and/or Guardians of the Institution are prohibited from:

- Initiate reckless legal or administrative actions against the Asociación Colegio Granadino, which have the purpose of generating damage to the Institution or in which there is a conflict of interest regarding the role of parents and associates of the entity with a participation as part of the aforementioned actions against the School.
- Arriving at the institution in a state of intoxication or under the influence of psychoactive substances.
- The application of physical or denigrating punishments to those represented because of their performance in the institution.
- Using within the institution, profanity or vulgar language to address their client or any member of the educational community.
- Proffering insults and/or threats against the directors, teachers and administrative staff of the institution, personally, by telephone, letters, by email or before third parties, for any reason.
- The use of false documents or information for the registration of students.
- Malicious or unfounded disclosure of information pertaining to the institution.
- Misappropriation of funds or assets of the association.
- Sexual harassment.
- The use of management positions in councils or associations, or the assets of the institution to make political proselytism.
- Perform actions that hinder the normal academic development of the institution.
- No parent or guardian can enter the classrooms to solve problems with students disrespecting the established procedures.
- Record in photography or video the daily activities of the institution, especially its students and employees, except for special activities of the School, such as Flag Raising, Festivals, Celebration of special days, Birthday Parties, in which it is authorized the registration of photographs or videos, understanding in any case that their private and appropriate use will be in charge and under the responsibility of the parents who register them

**Article 22. Breach of duties and obligations for parents and/or guardians:** The School will take the following measures with parents and/or guardians who fail to comply with the obligations and duties stipulated in this Coexistence Manual, in the enrollment contract, in the statutes of the Colegio Granadino Association and/or in the legislation current national:

1. Call of attention of the Section Director , by means of a written document.
2. Call to the Rector's attention, through a written document.
3. If, after the Rector's warning, the father of the family fails to comply with his obligations and duties again, the Director of the School will convene the Board of Directors to study the case and the Board of Directors may make one of the following decisions, in accordance with the provisions of article 17 of the statutes of the Granadino School Association:
  - 3.1. Written reprimand
  - 3.2. Temporary suspension of the rights of the family unit.

### 3.3. Exclusion from the Family Unit

Calls for attention for breach of duties and obligations by parents and/or guardians will have the consequence that the parent and/or guardian will not be able to participate in the following Committees or school governing bodies during the year current school year and the following school year:

- Board of Directors
- Parent Council
- Board of Directors
- Class Parent

If the parent or guardian at the time of the call for attention is part of one of these committees or bodies, they must resign from this position.

-When the non-compliance is due to non-payment of tuition, monthly pension, or any school cost owed to the School, the procedure stipulated in the "Payment Policy" approved by the Board of Directors of the Colegio Granadino, and by the statutes of the Granadino School Association.

Procedure for the imposition of the measures by the Section Director or the Rector: The measures will be applied by the Section Director and by the Director in writing, informing the father, mother or guardian of the facts and the reasons why that measure is assigned and informing them which duties or prohibitions were breached.

Appeals: There are no appeals against these measures. However, parents or guardians may submit requests for reconsideration regarding the measures imposed.

Procedure for the imposition of the measures by the Board of Directors: The Board of Directors will follow the procedure established in articles 17 and 18 of the statutes of the Granadino School Association.

**Article 23. Participation of Parents in school activities:** Today's education demands greater commitment from Parents every day in the face of the integral formation of their sons and daughters, which favors the unity of criteria between parents and educators.

The School offers various participatory opportunities to parents through their involvement as Group Representatives or as members of the different Committees and Organizations for school improvement.

The collaboration of parents in educational outings (fieldtrips), talks, organization and support of educational programs is highly appreciated. Since Parents are invited to many special events during the school year, it is important that they accompany their sons and daughters to these events.

The authorization given by the parents for their child(ren) to participate in the special activities of the School (Flag Raising, Festivals, Celebration of special days, birthday parties, etc.) includes the implicit consent so that their child(ren) are photographed by other members of the Granadino community, who will be in charge and under their responsibility, to give a private and appropriate use to said documentary records.

## **CHAPTER FIVE**

### **SCHOOL GOVERNMENT**

**Article 24. School Governing Bodies:** School governing bodies are the expression of the participation of all levels of the educational community in school decision-making, which guarantee participatory, democratic and autonomous processes. The following are School Governance Bodies in accordance with the Statutes of the Granadino School Association and in accordance with Decree 1075 of 2015:

- General Assembly
- Board of Directors (Junta Directiva)
- School Director
- Directive Council (Consejo Directivo)
- Academic Council (Consejo Académico)

**Other Bodies and Committees of the Colegio Granadino .** The school government support bodies seek to promote the exercise of duties, rights, guarantees and compliance with procedures, and the general promotion of the well-being of the student body and the correct provision of the educational service. They promote the linkage of the different estates and facilitate the training of students in the citizen exercise of participation, in a responsible, committed and disinterested way in favor of the collective well-being. They are bodies and committees of the Colegio Granadino , the following :

- Evaluation and Promotion Commissions (CEP)
- Parents Council & Parents Association (PA)
- Student Council (STUCO)
- Student Representative (Personero)
- School Community Committee (Comité Escolar de Convivencia)

**Paragraph 1. Code of Ethics of School Governance Organizations:** In the committees and councils that work in the Asociación Colegio Granadino, the following code of ethics will be applied:

- The members agree to keep themselves informed of what is discussed and resolved within the Committee.
- No member can act for private interests or due to external pressures.
- No member may use their position for individual profit or benefit.
- Members agree to abide by majority decisions, recognizing that no member has legal authority to do otherwise. Any disagreement is dealt with constructively and ethically.
- No member may act on behalf of the Committee without having been expressly authorized to do so.
- All members must be respectful of the right of free expression of all people.
- All members must respect the confidentiality of the information to which they have access.

**Article 25. General Assembly:** The Assembly of the Association is the highest authority made up of all the active Family Units of the Colegio Granadino. Its functions, powers and regulations are enshrined in the statutes of the Asociación Colegio Granadino.

**Article 26. Board of Directors:** The Board of Directors of the Granadino School Association will be made up of nine (9) members who will be elected for periods of three (3) years. Eight (8) of the members will be associated parents and one (1) member may be external to the Association.



The appointment of the external member will be the responsibility of the General Assembly of the Association. If an external member is not nominated or appointed, the Assembly will appoint an associate parent. In the first Assembly of each school year, 3 members will be elected for a period of 3 years, in such a way that the annual rotation of one third of its members is guaranteed. The members of the Board of Directors are re-electable.

#### **POWERS AND FUNCTIONS OF THE BOARD OF DIRECTORS:**

- A. Exercise the administrative direction of the Association.
- B. Give yourself your own regulations.
- C. Appoint and remove the Director of the Granadino School Association.
- D. Appoint, at its first meeting, its President, Vice President and secretary.
- E. Appoint the commissions, permanent or temporary committees that it deems necessary, indicating their functions and arrange the affiliation of the Association to other related or mutually collaborative entities.
- F. Take appropriate measures so that the Association fulfills its purposes and so that the decisions and resolutions of the Assembly of Family Units are timely executed.
- G. Adopt the draft reforms to the Organic Statutes of the Association and present them for consideration by the Assembly of Family Units.
- H. Designate those who will replace the Board Members who resign, those who stop attending without excuse at least three (3) consecutive meetings of the Board, those who die or lose the status of Family Units or those who leave the Association, until the holder's term is completed.
- I. Create the management positions that it deems appropriate for the good administration of the Association and its departments or companies, and establish their responsibilities and assignments.
- J. Establish School policies.
- K. Approve the regulations, plans and education and teaching programs that must govern the School.
- L. Approve inventories, balance sheets and general accounts.
- M. Approve the annual budget project that must be presented to the Assembly of Family Units.
- N. Approve any budget transfers that may be necessary to make.
- O. Exercise the other functions assigned by the Law, the Statutes of the Association and the Assembly of Family Units and those that, due to their nature, they have to perform.
- P. Impose the sanctions provided for in these statutes.
- Q. Approve the removal of any member of the Board of Directors with a minimum approval of 2/3 of its members.
- R. Authorize the Director to enter into contracts whose amount exceeds thirty (30) minimum monthly salaries.

The functions, powers and regulations of the Board of Directors are enshrined in the statutes of the Colegio Granadino Association and in the Policy Manual of the Board of Directors.

**Article 27. School Director:** The School Director is the legal representative of the Asociación Colegio Granadino. In the event of his or her absolute, temporary or accidental absence, and for the fulfillment of this function, he or she will be replaced by the President of the Board of Directors, or in his or her absence by the Vice President. However, the Board of Directors may delegate this representation to the person it deems appropriate.

The functions and powers of the School Director are enshrined in the statutes of the Asociación Colegio Granadino and in its employment contract.

**Article 28. Directive Council (Consejo Directivo):** The Directive Council is a school government body that has the representation of the different levels of the educational community, whose main mission is to ensure the proper development of the Institutional Educational Project.

- A. Composition:** The following representatives of the educational community will have voice and vote on the Directive Council:

<b>Estate</b>	<b>Representative</b>
Managers	School Director
Family Parents	Board of Directors Representative
	Parent Council President
	Substitute of the Parent Council or President of the PA*
Representative by section	Representative K1 – K5
	Representative 1 - 5
	Representative 6 – 12
Students	Student Council President (Grade 12th)
	Alumni Representative
<b>Total</b>	<b>9 members</b>

\* When the number of members of the Parents' Association (PA) reaches half plus one of the parents of the students of school, the PA President will be one of the two representatives of the parents before the Directive Council, in which case the Parents' Council will be represented only by its president, in accordance with the provisions of paragraph 2 of article 9 of decree 1286 of 2005.

- A. Choice:**

**Election of the three representatives of the sections (preschool, primary and secondary)**

- Every two years , and within the first month of the school year, the School Director will invite the members of each section (preschool, primary and secondary) to apply to be members of the Directive Council.
- Once the nominations are received, a virtual vote will be held by section to elect the three representatives (one from each section), so teachers or employees will only be able to vote for the candidate of their section.

- The postulates that obtain the highest votes will integrate the Board of Directors; those who obtain the second highest vote will be their alternates, who will serve only by voluntary withdrawal of the elected member.
- The results of the voting will be disseminated by the School to all School employees.

#### **Election of alumni representative**

- Every two years , and within the first month of the school year, the Director will invite alumni by email to apply to be members of the Directive Council.
- Once the nominations are received, the alumni will be sent by email, the invitation to carry out the virtual vote to choose a shortlist of three alumni who will be the ones who obtain the three highest votes.
- The shortlist will be asked for information about their intention to be part of the Directive Council.
- The Director will send to the other members of the Directive Council, the names of the three candidates and their intention to participate, so that they, by voting, choose the representative of the alumni.

#### **Election of the representative of the Board of Directors**

- The representative of the Directive Council will be elected in accordance with the statutes of the Board of Directors.

Other members attend in their own right.

#### **B. Regulation:**

- The Directive Council will guide all its actions within the framework of the Mission, Philosophy, Objectives and Regulations of the Granadino Association.
- The meetings will be held at least every two months, prior summons from the General Secretary; They will be chaired by the Director or by his delegate and may be carried out in person or virtually by the technological means defined by the School.
- Attendance at meetings is mandatory. The absence to three consecutive meetings is cause for replacement in the Council. In this case, the Director will convene the respective estate for new elections and the elected representatives will serve as such for the rest of the school period of those they replace.
- The period of each of its members is one academic year, but it may be extended in all cases until the new election of its members.
- Minutes will be drawn up from each meeting, made by the General Secretary of the School.
- Decisions will be made by consensus. If there is no consensus and it is decided to go to a vote, the decision will be supported by the simple majority of attendees.
- When, in the actions carried out by the Directive Council, any of its members is immersed in a conflict of interest established in article 101 of this Manual, they must be declared or will be declared prevented from participating in decision-making and will be replaced accordingly. Temporary by another member of the educational community who has the same qualities.

#### **C. Functions:**

- Ensure compliance with the Institutional Educational Project (Proyecto Educativo Institucional PEI) , this handbook and the regulations of the School.
- Guarantee that the learning environment of the School, the curriculum, the teaching methods, the physical plant, the pedagogical and financial resources, coincide with the mission, vision, beliefs and action plans
- Facilitate the process of improvement and change in the School and identify the aspects for the analysis of study groups which the Director will present to the Directive Council.
- Evaluate and recommend changes in the community development process.
- Facilitate the process of reviewing the school mission, vision, and beliefs with the approval of the Board of Directors
- Approve the calendar and school hours.
- Study in the first instance and ratify the educational costs approved by the Board of Directors and by the General Assembly.
- Approve the lists of supplies and materials for each school grade, proposed by the administration.
- Participate in the preparation and modifications of the School Coexistence Manual.
- Participate in the execution, evaluation and modifications proposed for the Institutional Educational Project.
- Make those other decisions that correspond to it, except those that are the responsibility of another school governing body.
- Serve as an instance to resolve appeals in disciplinary processes carried out by the institution.
- Serve as an instance to resolve appeals from parents of students who were not promoted to the following year.
- The other related or complementary functions with the previous ones that are attributed by the Institutional Educational Project or the Law.

**Article 29. Academic Council (CPT):** The Academic Council is a consulting body that participates in the revision of the study plans and the institutional educational project.

**A. Composition:** The following representatives of the educational community will have voice and vote in the Academic Council:

School Director	1
Director of Curriculum	1
Head Department of Humanities in English	1
Head Department of Humanities in Spanish	1
Head of Science Department	1
Head of Mathematics Department	1
Head of Fine Arts	1
Head of Sports Department	1
Preschool Principal	1
Principal Primary	1
Primary Secondary	1
<b>Total</b>	<b>11 members</b>

**B. Regulation:**

- The Academic Council will guide all its actions within the framework of the Mission, Philosophy, Objectives and Regulations of the Asociación Colegio Granadino.
- The meetings will be held at least twice a year, prior summons from the School Director or his delegate.
- The meetings will be chaired by the School Director or his or her delegate and may be held in person or virtually by the technological means defined by the School. Attendance at meetings is mandatory.
- The absence to three consecutive meetings without justified reason is cause for replacement in the Council or for the sanctions established in the internal work regulations.
- The period of each of the members is one academic year, but this period may be extended until the designation of its new members.
- Minutes will be taken of each meeting, for which a member of the Council will be elected to act as Secretary.

**C. Functions**

- Serve as a consulting body in the review of the proposal of the Institutional Educational Project (PEI)
- Study the curriculum and promote its continuous improvement by introducing modifications and adjustments in accordance with the legal procedures provided for it.
- Organize the study plan and guide its execution.
- Participate in the annual institutional evaluation.
- Pedagogically advise the Teaching/Learning processes.
- Encourage the implementation of activities and projects to support the curriculum.
- The other related or complementary functions with the previous ones attributed by the Institutional Educational Project and the Law.
- Make their own rules.

**Article 29.1. Evaluation and Promotion Commissions (CEP):** The Evaluation and Promotion Commissions (CEP) are bodies established by the Academic Council, in order to analyze and decide on the situation of students with basic insufficient, as well as the situation of students with exceptionally high performance.

**A. Conformation:**

An Evaluation and Promotion Commission will be formed for each school grade, as follows:

- Section Principal
- All grade teachers
- Learning Support Teacher from the section
- The Section Counselor
- A representative of the parents appointed by the Parents Council
- The Dean of students or “Profesional de Convivencia Escolar”

**B. Regulation:**

- The CEP will guide their actions within the framework of the Mission, Philosophy and Objectives and Regulations of the School.
- Meetings will be held at the end of the school year, with prior summons from the Principal
- The meetings will be chaired by the Principal of the section or by his delegate, and may be held in person or virtually by the technological means defined by the School.
- Attendance at meetings will be mandatory. The absence of three consecutive meetings without justified reason is cause for replacement or sanctions established in the internal work regulations.
- The results of these meetings will be recorded in minutes and these will become evidence for follow-up and subsequent decisions about the promotion of students, for which a member will be elected to act as Secretary.
- Immediately afterwards, the parents or guardians, the student and the teacher of the area to be reinforced will be called to a meeting, in order to present the report, the reinforcement and improvement plan, agreeing on the commitments on the part of those involved. The results of these meetings will be recorded in the minutes, for which a member will be elected to act as Secretary.
- For their recommendations and/or decisions, the Evaluation and Promotion Commissions will comprehensively analyze all aspects inherent to the student's situation, always promoting training measures that contribute to their comprehensive development.
- When in the actions carried out by the Evaluation and Promotion Commissions, any of its members is immersed in a conflict of interest established in article 101 of this Handbook, they must be declared or will be declared prevented from participating in decision-making and will be temporarily replaced by another member of the educational community who has the same qualities.

**C. Functions:**

- Analyze the cases of students with basic or insufficient evaluation in any of the areas, at the end of each school year.
- Make pertinent recommendations to teachers or other instances of the school in terms of reinforcement and improvement activities, recommend other pedagogical actions, if applicable, and define follow-up strategies, in such a way as to ensure the achievement of the objectives proposed in said meeting. In addition, they will comprehensively analyze all the aspects inherent to the student's situation, always promoting training measures that contribute to the student's development.
- Summon the parents or guardians and the area teacher in order to present a report on the situation, together with the reinforcement plan and agree on the commitments of those involved.
- Analyze the cases of students with exceptionally high performance, in order to recommend special activities, incentives or define an early promotion.
- Define, at the end of the school year, the promotion of students who participated in the reinforcement and improvement processes, in accordance with the parameters established for this purpose. It will also be responsible for recommending to the Directive Council regarding the early promotion of students (with extraordinary abilities or that were not promoted to the next year), as stipulated in this document.

**Article 30. Administrative Team:** It is a school government body in charge of making a continuous review of the ordinary course of the School, in order to have alignment and permanent communication between all areas and sections of the school and make decisions as a team, seeking the better for all sections.

**A. Conformation :**

1	School Director (Rector)
2	Financial and Administrative Director
3	Director of Human Management
4	Director of Technology
5	Director of Relations with the Community
6	Curriculum Director
7	Secondary Principal
8	Primary Principal
9	Preschool Principal
10	Sports Coordinator*
11	Director's Assistant/ General Secretary

\*The Sports Coordinator should not attend all administrative meetings, only when called by the Director of the School.

**B. Regulation:**

- The Administrative Team will guide all its actions within the framework of the mission, philosophy, objectives and regulations of the Granadino School Association.
- The meetings will be held as often as the Director needs them, and will be chaired by the Director or by his delegate and may be held in person or virtually by the technological means defined by the School.
- Minutes will be drawn up from each meeting, made by the Director's Assistant / General Secretary of the School.
- Decisions will be made by consensus. If there is no consensus and it is decided to go to a vote, the decision will be supported by the simple majority of attendees.
- When, in the actions carried out by the Administrative Team, any of its members is immersed in a conflict of interest established in article 101 of the Coexistence Manual, it must be declared or will be declared prevented from participating in decision-making.
- All members must respect the confidentiality of the information to which they have access. Each member will sign a confidentiality agreement delivered by the School when they start their contract.
- No member can act for private interests or external pressures.
- Address your classmates and members of the educational community with respect.
- Know the institutional philosophy and act in accordance with its principles and values.

**C. Functions:**

- Ensure that the decisions made are aligned with the mission, vision, PEI and Strategic Plan of the School.

- Coordinate events and activities for students, parents and School staff, when they involve more than one section of the School.
- Make administrative decisions and the ordinary course of the School, which do not correspond to the other school government bodies.
- Make a continuous review of what happens in the School so that there is permanent alignment and communication between all the sections and areas of the School.
- Define the schedules and working hours of the School workers.
- Define the main dates of the school calendar before presenting it to the Directive Council for approval.
- Review the needs of the school staff and the different areas and sections.
- Review the proposals for school programs and projects as well as the review of the programs that are in progress.
- Define the general training and approve the requests for personal training presented by the workers of the Colegio Granadino, within its professional development policy.
- Control and evaluation of the results.
- Being part of the creation, planning, execution and monitoring of the Strategic Plan, PEI and Cognia Certification.
- Detect and analyze the needs that derive from academic activities and channel their solution.
- Ensure compliance with the programming of the year, programs and activities.
- Carry out the decisions that are made regarding the section or area to which it belongs.
- Guarantee that the learning environment of the School, the curriculum, the teaching methods, the physical plant, the pedagogical and financial resources, coincide with the mission, vision, beliefs and action plans
- Facilitate the improvement process of the School.

**Article 31. Parents' Council (Consejo de Padres):** The Council of Parents is a body for the participation of parents of the School, aimed at ensuring their continuous participation in the educational process and raising the quality of service results. The Parents' Council has the mission of defending and protecting the good name of the School, promoting and strengthening the institutional philosophy and objectives among the parent community, and supporting school programs and projects for the benefit of the entire educational community.

Its objectives are:

- Be a permanent support to the School.
- Serve as a bridge of communication between parents and the school.
- Promote the participation of Parents in the different spaces that the School has.
- Ensure that the Parents' Council is more efficient and operational.

**A. Conformation:**

The Parent Council will be formed for each school year on a mandatory basis. It will be made up of one (1) parent for each of the grades (K1-12) offered by Colegio Granadino in the current year. In total, there will be 17 Parents Council members.

**B. Postulation:**



Prior to the beginning of each school year, the School Director will invite parents to apply to be members of the Parents' Council for the grade to which their children belong, taking into account the following observations:

- Parents applying must be parents of at least one student from the respective grade.
- A parent may be a member of the Parent Council for only one grade.
- Teachers, directors or administrators, members of the Board of Directors, president of the Parents Association (PA), and their spouses may not apply to be members of the Parents Council in order to avoid possible conflicts of interest and/or expand parental involvement.
- Parents of students who, in the immediately preceding year, have been penalized for serious and/or very serious offenses through a disciplinary process, may not apply to be members of the Parents' Council, taking into account its functions.
- Parents who have received calls for attention in accordance with article 22 of this Handbook, may not apply to be a Representative of the Parents' Council in the following year. If they have already been elected and during the school year they receive calls for attention in accordance with the aforementioned article, they must present their resignation from this position.
- A parent may apply to be a Group Representative (Class Parent) and a member of the Parent Council for their grade, or just apply for one of these.
- The school Director will review the parents nominated and will inform those who will not be eligible due to the considerations set forth above.

**C. Choice:**

- After having the list of nominees for the Parents' Council for each grade, the school director will convene parents to democratically elect the members of the Parents' Council before the start of the school year.
- Said election will be carried out by virtual survey with the participation of at least fifty percent (50%) of the family units of the group.
- The parents who obtain the highest votes in each of the grades will integrate the Parent Council of the grade where they were voted; Those who obtain the second highest vote will be their substitutes, who will serve only by voluntary resignation of the elected member, due to disability or by withdrawal from the school of the son of the grade they represent. In the latter case, and if there is not a substitute in their grade, the application and voting process must be carried out again as expressed in this chapter.
- The results of the voting will be socialized by the School to all the parents of the respective grade in order to announce the member of the Parent Council of their grade.
- Once the election of the members of the Parents Council is made, the school Director will deliver to those elected the manual of functions accompanied by a confidentiality agreement that must be signed and respected by the Parents. Once the school year begins, the Director or director of the Colegio Granadino will call a meeting of the PARENTS COUNCIL in order to elect its president and determine its internal structure.

**D. Structure and Functioning of the Parents Council**

- The full Parents Council must meet to organize the work committees that are in line with the Institutional Educational Project (PEI) and the Strategic Plan of the Colegio Granadino, in accordance with the work plans agreed with the rector.

- The committees may have the participation of a director or teacher of the educational establishment designated by the Director for this purpose.
- The Parents' Council is an educational participation body that does not require registration with any authority and membership fees or economic contributions of any kind cannot be established to belong to it.
- It will meet at least three times a year, by call of the Director (prior coordination).
- It may meet in its own right; These meetings will be chaired by a parent ( President ), chosen by themselves.

#### **E. Functions of the Parents' Council**

- Being a bridge of communication between the Parents and the School, being a permanent support for both and supporting the Class Parent of the classrooms of the grade they represent.
- Contribute to the Director in the analysis, dissemination and use of the results of the periodic evaluations of competencies and state tests.
- Demand that the establishment with all its students participate in the competency and State tests carried out by the Colombian Institute for the Promotion of Higher Education ICFES (SABER Tests).
- Support the artistic, scientific, technical and sports activities organized by the School, aimed at improving the skills of students in different areas, including citizenship and the creation of a culture of legality.
- Participate in the preparation of improvement plans and in the achievement of the proposed objectives.
- Promote training activities for parents aimed at developing strategies to support students to facilitate the consolidation of learning, encourage the practice of extracurricular study habits, improve self-esteem and the coexistence environment and especially those aimed at promoting the Children's rights.
- Promote a climate of trust, understanding, integration, solidarity and agreement between all levels of the educational community.
- Submit proposals to improve the coexistence manual within the framework of the Constitution and the Law.
- Collaborate in activities aimed at promoting the physical and mental health of students, solving learning difficulties, detecting school integration problems and improving the environment.
- Present the proposals for modification of the institutional educational project that arise from the parents in accordance with the provisions of the law.
- Democratically elect the President of the Parents' Council and his substitute (among the members of the Parents' Council). The President of the Parents' Council will be the representative of the parents in the Board of Directors with the exception established in Paragraph 2 of article 9 of decree 1286 of 2005 and will be the representative of the parents in the School Coexistence Committee for All school. The president of the Parent Council will be democratically elected at the first meeting of the Council.
- Elect a main member and two substitutes (among the members of the Parents' Council) to integrate and support each of the following committees on behalf of the Parents:
  - Evaluation and Promotion Committee corresponding to each section (Preschool, primary, middle school and high school). It is recommended that the members of the Parent Council at the CEP be parents of the section but not of the level so that they have a better understanding of the age and behavior of the students.

**Paragraph 1.** The Director of the Colegio Granadino will provide all the necessary information so that the Parents' Council can fulfill its functions.

**Paragraph 2.** The Parents' Council will exercise these functions in direct coordination with the Director and will require express authorization when it assumes responsibilities that commit the Colegio Granadino before other instances or authorities.

**Paragraph 3.** The Parents' Council must adhere to the internal regulations of this collegiate body, which must be approved by the Rector.

**Paragraph 4.** The other functions and attributions are enshrined in the "Manual of Functions of the Parent Council and Group Representative (*Class Parent*)"

**F. President of the Parent Council**

- At the first meeting of the Parents' Council called by the Director of the Colegio Granadino, the members of the Parents' Council must elect their President and Substitute by vote.
- The President of the Parent Council must have been a member of the Parent Council for at least one (1) year in previous terms.
- The President of the Parents' Council will be the official channel of communication before the different instances of the School.
- The President of the Parents' Council will be the representative of the parents in the Directive Council (Consejo Directivo), in accordance with the provisions of article 28 of this Handbook.
- The President of the Parents' Council will be the representative of the parents in the Comité de Convivencia Escolar in accordance with the provisions of article 36 of this Handbook.
- The President of the Parents' Council will designate a secretary to keep the minutes of each one of the meetings of the same. These minutes must be kept and delivered at the end of the period to the address of the Colegio Granadino.

**G. Participation period**

- The President of the Parent Council may be re-elected for up to one (1) consecutive period, and may be re-elected after three (3) or more periods.
- A parent may not be a principal member of the same committee in which the Parent Council participates for two (2) consecutive years. After the third (3) year, he could return to being a principal member of the Committee if he were elected.
- The members of the Parent Council may be elected in consecutive years as long as they can apply.

**H. Confidentiality:**

- At the beginning of the school year, each member of the Parents' Council will sign a confidentiality agreement delivered by the School.
- The information to which the members of the Parent Council have access is completely confidential. The member of the Parents' Council who divulges information discussed in this Committee or in the different committees that it represents, will not be able to present himself as a candidate in subsequent years for the Parents' Council, as it is considered a violation of the confidentiality commitment that is required of him.

**Paragraph:** When, in the actions carried out by the Parents' Council, any of its members is immersed in a conflict of interest established in article 101 of this Manual, they must be declared or will be declared prevented from participating in decision-making and will be replaced temporarily by another member of the educational community who has the same qualities.

**Article 32. Group Representative (Class Parent):** The Group Representative (*Class Parent*) will be a facilitator of the communication between the school and the parents, as well as the support of some processes in which the participation of the parents is required.

A. **Conformation:**

A Group Representative (*Class Parent*) will be elected for each classroom from grades K1 to 12 offered by Colegio Granadino in the current year.

B. **Postulation:**

The Director of Colegio Granadino will invite parents to apply to be Group Representatives (*Class Parent*) of the room to which their children belong, taking into account the following observations:

- Parents applying must be parents of at least one student from the respective classroom.
- A parent may be elected as a Group Representative (*Class Parent*) in more than one room.
- Teachers, directors or administrators may not apply to be a Group Representative (*Class Parent*) in order to avoid possible conflicts of interest.
- Parents of students who, in the immediately preceding year, have been penalized for serious and/or very serious offenses through a disciplinary process, may not apply to be a Group Representative (*Class Parent*) taking into account its functions.
- Parents who have received calls for attention in accordance with article 22 of the Coexistence Manual, may not apply to be a Group Representative (*Class Parent*) taking into account its functions . If they have already been elected and during the school year they receive calls for attention in accordance with the aforementioned article, they must present their resignation from this position.
- A parent may apply to be a Group Representative (*Class Parent*) for their classroom and a member of the Parent Council for their grade, or just apply for one of these.
- The Director of the Colegio Granadino will review the parents nominated and will inform those who will not be eligible due to the considerations set forth above. The School will carry out the necessary campaigns and efforts to ensure that there is a plurality of candidates.

C. **Choice :**

After having the list of candidates for Group Representative ( *Class Parent* ) for each classroom, the Group Representative (*Class Parent*) will be democratically elected through a virtual survey before the start of the school year. The parents who obtain the highest votes in each of the rooms will be the Group Representatives (*Class Parent*) of the room where they were voted. If only one parent per class applies, no vote will be required and they will be named Class Parent.

D. **functions**

**Communication:**

- The Class Parent is a communication bridge that collaborates by sharing the information of the School with the parents through the WhatsApp group to which the parents of the group can voluntarily join.
- The Class parent , being in many cases the first person to whom parents turn to to clarify their concerns or doubts, must determine if what is communicated is a situation of a single family or is a common feeling of the group represents. If it is a specific issue for a parent, you must inform the parents about the regular channel that they must follow themselves to clarify their concerns and doubts, and if they cannot be clarified by this means, again contact him to review how he can help to better manage them:
- If it is a class or classroom issue, the normal way is to write to the email of the teacher and the grade assistant for them to answer directly and/or on the agenda in the preschool and primary sections.
- If it is a matter of counseling (psychological support), the regular channel is to write directly to the email of the section counselor.
- If it is a matter of discipline, the normal course is to write directly to the email address of the discipline coordinator or dean of students (primary and secondary).
- If it is a matter of learning support, the regular channel is to write directly to the email of the professionals in charge of learning support .
- If the concerns are not resolved with the person directly in charge, they can send an email or request an appointment with the Section Director through the assistant of each section.
- In case of identifying a sensitive issue that they consider should be known and handled by the Parents Council, they must communicate it to the member of the Parents Council of their grade, and in case of not having a solution, they can inform the President of the parents council , or send an email to [consejodepadres@granadino.edu.co](mailto:consejodepadres@granadino.edu.co)
- Work together with the member of the Parents' Council of the grade to which the classroom they represent belongs, to achieve the best communication between parents and the School.

**Group for Parents:**

- Although the official communication channel of the Colegio Granadino towards all parents is email, the Colegio Granadino does not prohibit the creation of WhatsApp groups by Group Representatives, who can do so and invite parents to join voluntarily. The School will not be able to share family information for personal data protection.
- Class Parents will be able to create or manage a WhatsApp group in which only the parents of the classroom they represent are found. Participation in the WhatsApp group is voluntary on the part of the parents and it will only deal with issues related to the School.
- The Colegio Granadino will collaborate, through the secretaries of each section, sending the WhatsApp chat link to each group by mail , so that parents can voluntarily become part of it. The telephone numbers of the parents to whom they have access through this chat are confidential, so they cannot be used for anything other than the functions assigned here.
- The Class Parents, as administrators of these WhatsApp groups, will seek to comply with the School's recommendations for WhatsApp groups and the following additional recommendations:
  - Before you speak THINK
  - Is it true? (Is this right ?)
  - Is it helpful? ( this help ?)
  - Is it inspiring? (Is this inspiring ?)

N is it necessary? ( Is this necessary? )

K is Item Kind ? ( Is this nice? )

- The WhatsApp groups by sections will be created and managed by the Director of Communications and will include the Class Parents of the section, the president of the PA, two (2) delegates of the PA for each section and the president of the Parent Council. This chat will serve to remember important information or clarify general questions about the section.

#### **Support to the School**

- Support the teachers of the room that represents and the directives of the School in what they request. It is important to understand what is expected of the activity and the type of support that the School requires. All activities must be coordinated and authorized by the group director or Principal of the section.
- Remind parents of important information sent by the school and encourage attendance at talks, workshops and other activities.

#### **Hall Background**

- If the parents of the class of which you are a REPRESENTATIVE, voluntarily decide to collect an annual contribution in order to carry out the activities of the class and thus avoid constantly requesting small sums of money, you can create a fund that must be managed accordingly. responsible way.
- The value of the fund will be established with the parents.
- When going to buy something with the money from the classroom fund, parents must be informed in advance what is going to be bought and the type of activity to be carried out.
- In the event that activities that considerably affect the fund of the room are proposed (which are voluntary), it is necessary to consult with the parents how they want to carry out this type of activity (for example, the bake sales and desserts of the Granadino Festival).
- Send the monthly account statement of the classroom fund to the parents. In it, you must establish the value of the previous month, what was spent in the month, and the final value.
- Have a file with the invoices of each purchase which will be available to parents when they request it; at the end of the year they must send the families the expenses of the year and open the possibility of sharing this file.
- When in the classroom they decide to give details to the teachers of the grade, they must decide together with the parents the type of detail and its value . It is recommended to look for details that remind them of the love of their students, but it is up to each one to choose what they like best.
- You can ask the assistants of each section the birthdays of the teachers.

#### **Support for the Parents Association (PA)**

- Support and disseminate the activities carried out by the Parents' Association such as sporting events , special dates, bake sales, extracurricular events, etc.
- Coordinate the LIVING IN VALUES program in your classroom: (applies to grades k4 to 5) according to the guidelines provided.
- In case you know people who can be part of the extracurricular as new activities, you can send the information to the PA.

#### **E. Participation Period**

- The Class Parent will be elected for one school year and may be elected in consecutive years as long as they can apply.

**F. confidentiality**

At the beginning of the school year, the Class Parent will sign a confidentiality agreement delivered by the School. The information to which Class Parents have access by the School and by parents is completely confidential.

When, in the actions carried out by the Group Representative (Class Parent), he or she may be immersed in a conflict of interest established in article 101 of this Manual, it must be declared or will be declared prevented from participating in decision-making and it will be temporarily replaced by another member of the educational community who has the same qualities.

**Article 33. Parents Association (PA):** The Parents Association (PA) is a legal entity under private law, non-profit, which is constituted by the free and voluntary decision of the parents of the enrolled students. in the school, with the functions described in literal F of this article, especially that of promoting and strengthening the philosophy and institutional objectives among the parent community and supporting school programs and projects for the benefit of the entire educational community.

**A. Conformation:**

- The procedure for its constitution is provided for in article 40 of Decree 2150 of 1995 and will only be legally valid when it has adopted its own statutes and has registered with the Chamber of Commerce.
- Parents may join the Parents Association (PA) each school year freely and voluntarily.
- Its assets and management must be clearly separated from those of the educational establishment.
- There will only be one parents' association per educational establishment.

**B. Representativeness:**

In order to optimize the materialization of initiatives and/or the performance of activities programmed by the Parents Association (PA) with each of the classrooms, the group representatives (Class Parents) will support the Parents Association (PA) regardless of whether or not they belong to it, in accordance with the provisions of article 32 of the Manual of Coexistence of the Colegio Granadino.

**C. Functions:**

- Support the execution of the Institutional Educational Project (PEI) and the school improvement plan.
- Promote the construction of a climate of trust, tolerance and respect among all members of the educational community, made up of students, educators and parents.
- Promote among parents a culture of coexistence, peaceful resolution of conflicts and commitment to legality.
- Promote the processes of updating and training of parents.

- Support families and students in developing the necessary actions to improve their learning results.
- Facilitate the solution of individual and collective problems of minors and promote actions aimed at improving their comprehensive training in accordance with the provisions of Law 1098 of 2006 (Código de Infancia y Adolescencia).
- Support all the projects determined by the governing bodies of the Granadino School Association.
- Execute, evaluate and modify the Vivir en Valores Program with the coordination of the Counselors and approval of the Director of the School.
- Coordinate the extracurricular extension activities program.
- The President of the Parents' Association will be one of the representatives of the Parents before the Board of Directors of the School, when the number of members of the parents' association reaches half plus one of the parents of the students of the educational establishment, in accordance with the provisions of Paragraph 2 of Article 9 of Decree 1286 of 2025.
- Give itself its own regulations within its own powers and faculties.

The Director of the School will provide all the necessary information so that the Parents' Association can fulfill its functions.

The Director of the School will provide all the necessary information so that the Parents' Association can fulfill its functions.

The content of this article (33) of the Coexistence Manual corresponds to the regulations in force in Decree 1286 of 2005.

**Article 34. Student Council (STUCO):** The Student Council is the highest collegiate body of students, which ensures and guarantees the continuous exercise of participation by students, for the achievement of the objectives proposed in the Institutional Educational Project.

**A. Conformation**

- The Student Council will be made up of a student representative from each class from grades six to twelve of Baccalaureate and two representatives per class from grades third to fifth of Elementary School.
- The candidates for the Presidency of the Student Council will be twelfth grade students and will meet the same requirements demanded for the representatives of each classroom.
- Students from sixth to twelve, will elect the President and Vice President of the Student Council.
- To be elected class representative, it is required to be enrolled as a regular student at the School, not have enrollment under observation, nor present serious academic or disciplinary deficiencies.

**B. Campaign and Elections**

The campaigns for the members of the Elementary and High School Student Council will follow the following procedure and regulations:



- The School, through the Directive Council or through whomever it delegates, will convene elections in each room to choose the members of the Student Council.
- The elections of the representatives of the High School Student Council will be held within the first thirty days of the school year.
- The elections of the representatives of the Student Council in primary will take place two weeks after the elections in Secondary.
- Students who want to run for the Student Council must first attend a training to learn about the function of the Student Council, the responsibilities of the elected persons, the schedule and periodicity of the meetings and the rules of the campaigns in order to be able to participate as candidates in the elections.
- The candidates of each section will opportunistically register their names before the Section Director and/or the staff member in charge of the Student Council within the terms established by said offices.
- The candidates will demonstrate ethical and respectful behavior during the campaign and within the debate without resorting at any time to insults, accusations or offenses towards other candidates or campaigns.
- The delivery of material incentives that may promote votes in their favor is prohibited for all campaigns, without prejudice to those that are exclusively electoral propaganda.
- The candidates will present feasible and reasonable proposals to the student body at the places and times indicated by the Section Director.
- The candidates will develop a campaign whose costs do not exceed the limit established by the Section Director and for this purpose they will present the expense receipts to the teacher in charge of the Student Council.
- All activities carried out, both oral and written, during the election campaigns will be in English.
- In high school, the winner will be the student who obtains the simple majority of the valid votes within his class. In Primary, the winners will be the two students who obtain the simple majority of the valid votes within their class.
- The election of the President or Vice President of the Student Council may not fall on the same student who has been elected or serves as Personero.
- Any candidate who does not comply with these campaign rules will be disqualified and a new candidate will be elected. If this occurs after he has already been elected, the second highest voter will be appointed in his place, and so on.

### **c. Regulation**

- The period of its members will be one school year.
- The Secondary Student Council will elect a Secretary at its first annual meeting who will oversee keeping the minutes of the meetings.
- The Student Council will guide its actions within the framework of the Mission, Philosophy, Objectives and Regulations of the Asociación Colegio Granadino.
- The members of the Student Council will comply with all their duties as students and in no case will they use their representation to obtain academic, disciplinary or other privileges or benefits.
- The Student Council meetings will be convened by the President of the Council, by the Section Director, or by the School Director or his delegate and will be held in the School facilities or by virtual meeting, at times that do not interfere with normal development. academic and school.
- If during the school year, any of the members of the Student Council, including the President and Vice President, decides to resign or evidence academic problems and/or serious or very serious disciplinary offenses, the School Director or his delegate may proceed to review their

position and may appoint the candidate who followed him in number of votes to take office until the end of the school year.

- If for any reason, disciplinary, academic or personal, the President of the Student Council ceases to function, the Vice President will assume their function.
- If for any disciplinary, academic or personal reason the Vice President of the Student Council ceases his functions, their replacement will be chosen by the members of the Student Council among one of its members.

**d. Functions:**

- Actively participate in the School's curricular and extracurricular programs and projects.
- Submit their concerns and proposals for institutional or programmatic improvement to the Administration or the Directorate of the School.
- Listen to those students who present initiatives on the development and improvement of student life and give them course in the corresponding instance, when feasible.
- Develop initiatives for the benefit of the school community in general and students in particular.
- Represent students before the Directive Council of Colegio Granadino. The President of the Student Council will be the representative of the students within the Directive Council of Colegio Granadino. The Vice President of the Student Council will be the alternate representative in the event that the President cannot attend.
- Make their own rules.

**Article 35. Student Spokesperson:** The primary function of the Student Spokesperson is to promote the exercise of the rights and duties of students in accordance with the Political Constitution of Colombia, the laws, regulations and the Student Handbook of the School.

**A. Appointment:**

- The Personero is the spokesperson for all the students at the School, from Kindergarten to 12th grade.
- The Spokesperson will be appointed in free elections called by the General Directorate, within the first thirty days of the school year, and in which all students from grade 3 to grade 12 will participate.
- To be elected Spokesperson, it is required to be in grade 12, be enrolled as a regular student at the School, not have enrollment under observation, nor present serious academic or disciplinary deficiencies.
- The election of the Spokesperson may not fall on the same student who has been elected or serves as President or Vice President of the Student Council.
- The period of the Spokesperson will be one school year.
- The representative will guide their actions within the framework of the Mission, Philosophy, Objectives and Regulations of the Asociación Colegio Granadino.
- The Spokesperson will fulfill all their duties as a student and in no case will they use their representation to obtain academic, disciplinary or other privileges or benefits.
- If during the school year, the Spokesperson evidence academic problems and/or serious or very serious disciplinary offenses, the School Director or his or her delegate may proceed to review their position and the candidate who followed them in voting number, until the end of the school year.

- If for any reason, disciplinary, academic or personal, the Personero ceases his functions, the second in voting will assume their function, if the candidate so accepts.
- The Spokesperson will guide their actions within the framework of the Mission, Vision, Philosophy, objectives and Regulations of the Asociación Colegio Granadino.
- The Spokesperson will process claims, requests and concerns directly with the School Directorate or its delegate. In no case may they submit claims, requests or demands directly to the teaching (or non-teaching) staff of the School.

**B. Campaign and Elections:** The campaigns of the Spokesperson candidates will follow the procedure described below:

- They will opportunely register their names before the Secondary Directorate within the periods established by this office.
- They will present their proposals to the student body at the places and times indicated by the Secondary Directorate.
- They will demonstrate ethical behavior within the debate without resorting at any time to insults, accusations or offenses towards other candidates or campaigns.
- All activities carried out, both oral and written, during the election campaigns will be in English.
- The winner will be the student who obtains the simple majority of the valid votes.
- The delivery of material incentives that may promote votes in their favor is prohibited for all campaigns, without prejudice to those that are exclusively electoral propaganda.
- They will develop a campaign whose costs do not exceed the limit established by the secondary office and for this purpose they will present the expense receipts to the Section Director
- Any candidate who does not comply with these campaign rules will be disqualified and a new candidate will be elected. If this occurs after he has already been elected, the second highest voter will be appointed in their place, and so on.

**C. Functions**

- Promote compliance with the rights and duties of students, for which they may use the school's internal communication media, request the collaboration of the Student Council, organize forums or other forms of deliberation.
- Receive and evaluate the complaints and claims presented by the students about the threat or violation of their rights and those made by any community personnel about the breach of the obligations of the students.
- Submit to the School Director, according to their powers, the requests they deem necessary to protect the rights of students and facilitate the fulfillment of their duties.
- When deemed necessary, to appeal to the Directive Council or the body acting on its behalf, the decisions of the School Director regarding the petitions submitted through him.
- Participate in the School Community Committee (Comité Escolar de Convivencia).

**Article 36. School Community Committee (Comité Escolar de Convivencia):** It is the committee in charge of supporting the work of promoting and monitoring school climate, education for the exercise of human, sexual and reproductive rights, as well as the development and application of the Student Handbook and the prevention and mitigation of violence at school. It is governed by the following principles in correspondence with the statements for the National System of school climate: participation, co-responsibility, autonomy, diversity and comprehensiveness.

- A. Formation and Regulations** The Directive Council will be in charge of forming the School Community Committee (Comité Escolar de Convivencia) and preparing its initial regulations, which must be an integral part of this Student Handbook.

The School Community Committee (Comité Escolar de Convivencia) is made up of:

- The School Director, who presides over it
- The student representative
- The teacher with orientation function
- The coordinator when this position exists
- President of the Parent Council
- The president of the student council
- One (1) teacher who leads processes or strategies of school climate.

**Guests:** When it deems it pertinent, the Committee may invite with voice, but without vote, members of the educational community who are in a position to make significant contributions in terms of information or any other aspects and can contribute to the fulfillment of some of its own functions.

- a. Chairman of the Committee.** The School Director of the School will be the President of the School Community Committee (Comité Escolar de Convivencia). In the absence of the School Director, the teacher who leads coexistence processes or strategies and who is part of the respective Committee will preside.

The Chairman of the Committee may totally or partially delegate their legal and regulatory powers to another member of the Committee.

- b. Sessions.** The School Community Committee (Comité Escolar de Convivencia) will meet at least once every two (2) months.

Extraordinary sessions will be convened by the President of the School Community Committee (Comité Escolar de Convivencia), when circumstances so require or at the request of any of its members.

- c. Decision Quorum.** The decision-making quorum of the School Community Committee (Comité Escolar de Convivencia) will be established in its regulations.

- d. Proceedings.** Minutes must be prepared of all the sessions held by the School Community Committee (Comité Escolar de Convivencia), which must contain at least the following:

- Place, date and time in which the meeting was held.
- Record of the members of the Committee who attended the session, verification of the quorum.
- Record of the members of the Committee who presented a duly justified excuse for not attending the session.
- Indication of the means used to communicate the summons to the members of the Committee.
- Summary of the topics discussed at the meeting, as well as the actions, measures, recommendations, concepts adopted and direction of the votes.
- Signature of the Chairman of the Committee and the Secretary, once it has been approved by the attendees.

**Paragraph 1: Confidentiality.** The School Community Committee (Comité Escolar de Convivencia) must guarantee the right to intimacy and confidentiality of personal data that is processed within the framework of the actions that it carries out, in accordance with the provisions of the Political

Constitution, international treaties, Law 1098 of 2006, in Statutory Law number 1581 of 2012, in Decree number 1377 of 2013 and other regulations applicable to the matter.

**Paragraph 2. Actions or decisions.** The School Community Committee (Comité Escolar de Convivencia), within the scope of its powers, will develop actions to promote and strengthen training for citizenship and the exercise of human, sexual and reproductive rights; for the prevention and mitigation of school violence and teenage pregnancy; and for dealing with situations that affect school climate and the exercise of human, sexual and reproductive rights based on the implementation, development and application of the strategies and programs outlined by the National Committee for school climate and by the respective Committee Municipal or Departmental school climate, within the absolute respect of the Constitution and the law.

**Paragraph 3. Conflicts of Interest and Grounds for Impediment and Recusal.** When in the actions carried out by the School Community Committee (Comité Escolar de Convivencia) there are conflicts of interest, causes of impediment or challenges, by any of its members, they must declare themselves or will be declared unable to participate in decision-making and will be replaced temporarily by another member of the educational community who has the same qualities.

The Regulations of the School Community Committee (Comité Escolar de Convivencia) will define the conflicts of interest, the grounds for impediment and recusal, as well as the procedure to resolve them, in such a way as to guarantee the impartiality of the members of the aforementioned Committee.

**B. Functions:** The functions of the School Community Committee (Comité Escolar de Convivencia) are:

- Identify, document, analyze and resolve within their competence, the conflicts that arise between teachers and students, administrators and students, between students and between teachers.
- Lead actions in the School that promote coexistence, the construction of citizenship, the exercise of human, sexual and reproductive rights and the prevention and mitigation of school violence among the members of the educational community.
- Promote the linking of the School to strategies, programs and activities of coexistence and construction of citizenship that are advanced in the region and that respond to the needs of its educational community.
- Convene, when pertinent and appropriate, a conciliation space for the resolution of conflictive situations that affect school climate, at the request of any of the members of the educational community or ex officio when it is deemed convenient in order to avoid irreparable damage to the students. members of the educational community. In these spaces, the students will be accompanied by the father, mother of the family, guardian or a colleague from the educational establishment.
- Activate the Comprehensive Care Route for school climate defined in article 29 of Law 1620 of 2013, in the face of specific situations of conflict, of bullying, in the face of high-risk behaviors of school violence or violation of sexual rights and reproductive problems that cannot be resolved by this committee in accordance with the provisions of the Student Handbook, because they transcend the school environment, and have the characteristics of

the commission of a punishable conduct, which is why they must be attended by other instances or authorities that are part of the structure of the System and the Route.

- Lead the development of strategies and instruments aimed at promoting and evaluating school climate, the exercise of human, sexual and reproductive rights.
- Monitor compliance with the provisions established in the Student Handbook and submit reports to the respective instance that is part of the structure of the National System of school climate and Training for Human Rights, Education for Sexuality and Prevention and Mitigation of School Violence, of the cases or situations that the Committee has heard.
- Propose, analyze and make possible pedagogical strategies that allow the flexibility of the pedagogical model and the articulation of different areas of study that read the educational context and its relevance in the community to determine more and better ways of relating in the construction of citizenship.

**Paragraph 1.** This Committee must give itself its own regulations, which must cover what corresponds to sessions, and other procedural aspects, such as those related to the election and permanence in the committee of the teacher who leads processes or strategies of school climate.

**Paragraph 2.** The School Community Committee (Comité Escolar de Convivencia) will not have competence within the scope of its functions to hear minor, serious or very serious offenses that are not related to situations type I, II or III, cataloged in this Handbook as Special Offenses that Attempt against school climate.

**Article 37. General Secretariat:** Colegio Granadino will have a General Secretary appointed by the School Director. Among its functions are:

- Convene the meetings of the School Governance committees and bodies in accordance with the times established in the Student Handbook. In particular, it will have participation in the following committees with voice, but without vote: Directive Council, Section Advisory Committee (PAC), Evaluation and Promotion Commissions, School Community Committee (Comité Escolar de Convivencia), and those others necessary for the development of school activities of the institution.
- Prepare the minutes for each meeting of the committees in which it participates and issue the respective certificates.
- Carry out the accompaniment to the Section Directors in the disciplinary processes that are advanced to the students of the institution.
- Sign, in the absence of the Section Directors or the School Director, the resolutions or communications that impose disciplinary sanctions or resolve appeals against them.
- Guarantee that the respective documentation is delivered to each committee (Functions, confidentiality agreements, regulations).
- Custody the documentation of the school governing committees and bodies.
- Ensure that both meetings and documentation comply with current regulations.

## **CHAPTER SIX**

### **ACADEMIC REGIME**

**Article 38. Integral School Program:** Integral School Program means all kinds of educational activities planned as part of the curricular program, aimed at training students in academic, sports, social and ethical matters.

**Article 39. International Bilingual Academic Baccalaureate (Colombian) and “High School” (American) Programs:** The International Bilingual Academic Baccalaureate Diploma is awarded upon completion and passing grades from 6th to 12th, required by the School program, approved by the Ministry of National Education. In the same way, students may receive a “High School” diploma if they meet the necessary requirements for said program.

**Article 39.1 Requirements for graduation with the International Bilingual Academic Baccalaureate Diploma:** All students in the last grade must meet the following requirements:

- A. Pass all the courses of the compulsory program from 6th to 12th (minimum passing grade 2.0).
- B. Attend at least 85% of scheduled classes.
- C. Comply with the requirements of the law in relation to student social service: Complete 80 hours of social service in an authorized institution.
- D. Successfully complete a degree project previously authorized and supervised by the School.
- E. Complete, with their best effort, the SAT and SABER 11 tests.
- F. All eleventh and/or twelfth grade students must complete, to the best of their ability, an English test (MET, TOEFL, etc.) approved by the school. The only exception will be for students who have English as their first language, defined by their country of citizenship and accepted by the School.
- G. Complete a total of 32 credits, of which 29 credits will be in basic subjects, plus 3 credits from elective areas:
  - English: 4 credits
  - Spanish: 4 credits
  - Science: 6 credits
    - Grade 9 - Biology I
    - Grade 10 - Biology II and Chemistry I
    - Grade 11 - Chemistry II and Physics I
    - Grade 12 - Physics II
  - Mathematics: 4 credits
    - Grade 9 - Algebra II
    - Grade 10 - Geometry / Trigonometry
    - Grade 11 - Pre-Calculus / Trigonometry
    - Grade 12 - Math Elective
  - Social Studies: 4 credits
    - Grade 9 - Colombian Studies I & World History/Politics
    - Grade 10 - US History/Economics
    - Grade 11 - Colombian Studies II
  - Art education: 1 credit
  - Technology and informatics: 1 credit
  - Philosophy/Ethics: 2 credits
  - Electives: 3 credits

- Senior Independent Project (SIP): 1 credit

**Article 39.2 Requirements for graduation with a High School Diploma:** The School offers the possibility of taking only the “High School” program. Students enrolled solely in this program must complete, from grades 9 to 12, a minimum of 30 credits to obtain their diploma. A credit is earned by successfully completing a minimum of 120 hours of instruction per year in a specific course, with a minimum passing grade of 2.0. Half a credit corresponds to 60 minimum hours of instruction per year. A quarter credit corresponds to 30 minimum hours of instruction per year. Students who aspire to graduate from Colegio Granadino must meet the following requirements to receive the High School Diploma:

- Attend at least 85% of scheduled classes.
- Successfully complete a degree project previously authorized and supervised by the School.
- All eleventh and/or twelfth grade students must complete, to the best of their ability, an English test (MET, TOEFL, etc.) approved by the school.
- Complete a total of 30 academic credits, distributed according to the defined program:
  - English: 4 credits
  - Spanish: 4 credits
  - Science: 4 credits
  - Mathematics: 4 credits
  - Social Studies or History: 4 credits
  - Physical education: 2 credits
  - Art education: 1 credit
  - Technology and informatics: 1 credit
  - Philosophy: 2 credits
  - Electives: 3 credits
  - Senior Independent Project (SIP): 1 credit

Note: A student completing Grade 12 with an insufficient number of credits to graduate, has a grace period of five years from the date of graduation to make up missing credits. Up to a maximum of two credits can be accepted once the official grades are received from a duly accredited institution. If the five-year period expires, the possibility of receiving the graduation diploma(s) from Colegio Granadino is lost. No concessions will be made.

**Article 40. Teaching language:** Instruction is offered in English in all courses, except those that the School considers should be taught in Spanish.

**Article 41. Religious Education:** The School offers a religious education program under the terms of Colombian law. Parents of underage students who do not want their children to take this program, or those students of legal age who so decide, must make this exception in writing on the day of registration or at the time they consider it necessary, in accordance with the rights guaranteed by the Political Constitution.

**Article 42. Curriculum:** The School's curriculum consults the guidelines and curricular programs established by the Colombian Ministry of Education and the COGNIA standards on this matter.

- Curriculum Standards & Benchmarks:** The curriculum prepares students to successfully enter and remain in School. The curricular programs develop the philosophy and mission of the School in terms of comprehensive development and student growth.



**b) Criteria for the Design of the Curriculum:** The criteria under which the curricular activities are designed and implemented must refer to the Mission, Vision, Institutional Principles and Philosophy and specific objectives of each area.

**c) Evaluation of the Curricular Programs:** The development of a quality curriculum arises from a periodic review of the study plans and programs. The School Director of the School, as leader and responsible for the curriculum, is the person in charge of developing, implementing and supervising this review through the Teachers and the Academic Council (CPT), with the help of the Director of Curriculum and the Principal of each Section.

**Article 43. Special Programs:** The School offers students the opportunity to participate in special programs that stimulate and benefit aspects of their training. Among them are:

- Arts Society
- Honor Societies
- Destination Imagination
- Model United Nations (MUN)
- Literature Conference
- Program of institutional values and prevention of bullying - CreSer
- Training program for parents (Escuela de Padres - Growing Together)
- Sex Education Program
- Science Fair
- "Houses"
- Sports/artistic/academic days/tournaments
- Granadino Sports Club
- Sports exchanges with bilingual schools in the region and the country
- Musical Granadino
- "Expo-Granadino Art" (Art Exhibition)
- Yearbook
- Gatherings
- "Big Bro"
- Mentoring (New families and teachers)
- Leadership - "Focus Groups"
- Learning Support Services (Meraki, FunDays)
- Entrepreneurship Clubs

**Projection to the Community:**

- Caring & Sharing Week
- Social project with the entire Granadino community
- University Fairs
- Compulsory student social service
- Social service for honor society students
- Granadino Scholarship

**Article 44. Study Trips (Field Trips):** With defined purposes and as an integral part of the educational process, students, accompanied by the professor of the area and/or other professors, may visit institutions, factories and/or places of interest. Only students who have written authorization from their parents attend, except for those with observational enrollment who cannot participate in the trip. The

attendance of students with accumulated absences or suspensions is at the discretion of the Section Director, after analyzing the case. Those who do not participate in these trips must stay at the School where they will be assigned academic work. Absences will apply to all regular classes for that day. When required, full uniform must be worn appropriately on field trips. On study trips that involve going out of town, the accompanying adult policy will apply per number of attending students, which is 1 adult for every 12 students.

**Paragraph:** Some study trips, excursions, sports exchanges have additional costs that must be borne by the parents. The payment of these activities does not imply compulsory attendance at them, the student must comply with the duties described in this Handbook and have the prior approval of the section director.

**Article 45. Extracurricular Extension Activities:** The extracurricular extension activities program consists of sports, artistic and/or cultural activities offered at the School after the school day with the aim of complementing the curriculum and providing opportunities for exploration and development, as well as making adequate use of the leisure. These activities are offered biannually and are coordinated by the PA. Its semester costs are borne by the parents who voluntarily want their children to participate.

**Article 46. Representation of students in educational activities or competitions:** Students have the privilege of officially representing Colegio Granadino in any activity, tournament or competition, by meeting the following requirements:

- Not be losing subjects at the time of review of the grade system. The Chancellor and the Section Director may authorize attendance in particular cases, prior analysis of the same and with a written commitment to the student in question.
- Attend all scheduled training sessions and/or commitments made, in any of the activities.
- Comply with the requirements and conditions defined by your IEP (Individualized Education Plan) or Academic Probationary Period if one or the other exists.
- Maintain a behavior excellent.
- Not have current registration under observation.
- Not have been suspended for two or more days from their academic activities at the time of the trip.
- Not having repeated accumulation of three (3) minor offenses or two (2) serious offenses, at the time of the trip and as determined by the Section Director.

Students who choose to represent the College in any of its sports or academic activities must comply with the policies (academic, disciplinary, logistical, and financial) established by the College to represent it in any activity, tournament, or competition, and know and comply with the policy. of trips that regulates this type of activity.

In the same way, they must take into account that attendance at all training sessions, meetings, rehearsals or training is mandatory. In the above cases, only students who inform the person concerned, the reason why they will not attend, are excused from attending. It will be at the manager's discretion to determine if the justification is a valid excuse. In addition, they will be toilets those students who:

- They are suspended that day.
- They have not attended the College for health reasons and have a medical excuse.
- Have compulsory tutoring (*Open Door*).

**Article 47. Evaluation:** Evaluation and feedback are continuous and integral processes that are based on the individual performance of each student. For this, the current provisions of the Ministry of National Education regarding evaluation and promotion, specifically described in Decree 1290 of April 16, 2009, will be followed.

Both students and parents will receive timely and sufficient information about the student's progress and difficulties in their learning process and guidance on how to overcome said difficulties.

**Evidence or inputs used by teachers for evaluation:**

- Daily work and student participation.
- Student projects.
- Teachers' observations during one-on-one work with students, in small groups and with the whole group.
- Student self-reflections.
- Tests and exams.

**Examples of feedback for students:**

- Conferences with the teacher.
- Differentiated work in small groups.
- Rubrics or checklists provided by the teacher.
- Written feedback.
- Ratings.

**Examples of feedback for parents:**

- Teacher-parent conferences, which are held at least twice a year.
  - Report cards, which are published 3-4 a year.
  - Meetings with teachers, counselors, learning support, Section Directors.
  - Emails from teachers, secretaries, counselors, learning support, Section Directors.
  - Work sent home.
  - Exhibitions of student work.
- Results of standardized tests such as MAP, SAT, AP, Test SABER, Fountas & Pinnell Benchmark Assessment.

**Article 48. Evaluation System:** In accordance with the quality goals established in the school's study plan and in accordance with the legal provisions on educational matters, Colegio Granadino will periodically send a progress report to parents. or guardians in which they will be informed about the progress of the students in the training process in each of the areas.

In addition, a final report will be provided at the end of the school year, which will include a comprehensive evaluation of the student's performance in each area throughout the year.

**Quantitative and qualitative scale:** A quantitative scale of four intermediate points will be used for primary and secondary as follows:

Description of Skills/Student Understanding	Qualification according to the Ministry of	Final Rating Range	Description
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	National Education		
Advanced	<i>“Superior”</i>	4 (pre-primary and primary)  3.6 - 4.0 (secondary)	<p>The advanced level represents achievement that meets the grade level standard with high effectiveness.</p> <p>Indicates that the student has met all the expectations of the standard and demonstrates the ability to use specific knowledge and skills beyond a student who is proficient.</p> <p>(The advanced level does not mean that the student has met expectations beyond those specified for his or her grade.)</p>
Proficient	<i>“Alto”</i>	3 (pre-primary and primary)  2.9 - 3.5 (secondary)	<p>The proficient level represents achievement that meets the grade level standard.</p> <p>The student demonstrates the specified knowledge and skills with considerable effectiveness.</p> <p>Students who reach the proficient level are prepared to work at later levels.</p>
Basic	<i>“Básico”</i>	2 (pre-primary and primary)  2.0 - 2.8 (secondary)	<p>The basic level represents achievement that approaches the grade level standard.</p> <p>The student demonstrates the specified knowledge and skills with some effectiveness.</p> <p>Students who score at this level must work on identified learning gaps to meet grade level expectations and ensure future success.</p>
Insufficient	<i>“Bajo”</i>	1 (pre-primary and primary)  1.0 - 1.9 (secondary)	<p>The insufficient level represents achievement that is below the grade level standard.</p> <p>The student demonstrates the specified knowledge and skills with limited effectiveness.</p> <p>Students who score at this level must work to significantly improve the specific area, knowledge, and/or skill to be successful in the current grade and subsequent grades.</p>

			Having a subject in insufficient level at the end of the school year means that the subject is failed. Failing two or more core subjects, or three or more subjects in total, is cause for repeating a school grade.
Not Evidence	N/A	No evidence (NE)	<p>A No Evidence (NE) notation on the report represents that there is insufficient evidence of the student's achievement to report (e.g., missing assignments, homework, projects, tests).</p> <p>Students who have NE marks must catch up on their work or they could fail the area for lack of evidence of learning (considered the same as insufficient level and has the same handling for a student's promotion).</p>

The minimum grade to pass a subject is 2.0

**Paragraph 1.** In the event of a contingency (pandemic or other), an alternative rating scale called Pass or Fail may be implemented within the Institutional Evaluation System. The implementation of this scale must be approved by the Promotion and Evaluation Commission and will be made official through a School Director's Resolution.

**Paragraph 2. Second Qualifier.** When a student does not agree with the grade of a written summative evaluation activity and has exhausted all communication mechanisms at their disposal (talking to the teacher, the Dean, counseling or Learning Support), they may formally request the Mainly, via email, the review thereof, within three (3) business days following receipt of the qualification. In said email you must express in detail the reasons that motivate said request. In no case may a second qualifier be requested for the recoveries presented, oral evaluations, projects or similar.

**Specific considerations:**

- The principal or his delegate, after analyzing the case, may assign a second qualifier, when the case warrants it, within three (3) business days following receipt of the request; The second rater will also have five (5) business days to carry out the review.
- The second rater must be a professor from the institution who belongs to the same department of the academic activity to be reevaluated; In no case will a second external qualifier be assigned.
- The student will have the possibility of requesting a second qualifier only once each academic period.
- In any case, the final grade assigned to the academic activity will be the one issued by the second grader.

**Article 49. Academic Progress Reports:** The Academic Progress Reports are the result of comparing the state of a student's educational and cognitive development in relation to the proposed academic objectives and standards. They are delivered at the end of each period to parents and students in individual meetings with the group director and/or area teachers. In Primary, a progress report is published on Jupiter approximately every two months in September, November, January, March, and May. The September, January, and May reports consist of a grade update for the academic standards worked on and narrative comments. For the November and May reports, the grades for the academic standards worked on are updated and parents are summoned to the 'Conference between Students, Parents, and Teachers' to discuss the student's progress. For this reason, the November and May reports do not include narrative comments. At the end of the school year, the final report is posted on Jupiter. In high school, parents, in agreement with the School at the end of each period, have the option of having meetings or not, depending on whether the student's academic situation warrants it.

Midterm Progress Reports are issued to students identified as “academic at risk”. As the name implies, they are delivered in the middle of each academic period in order to more closely monitor the performance of students in their school activities.

Likewise, at the end of the school year, parents or guardians will be given a final report in the terms of the previous article.

**Article 50. Conference between Students, Parents and Teachers:** Conferences between students, parents and teachers facilitate communication between families and the School and promote management strategies for each case. The Counselor, the Section Director and, if necessary, the School Director may be present at these meetings. In preschool, they will be carried out at the end of each quarterly period, in primary school, they will be carried out at the end of the first two quarterly periods. In secondary, they will be held in the middle of the semester or when necessary.

**Article 51. Promotion:** At the end of the year, the Evaluation and Promotion Commission (CEP) of each section will be in charge of deciding which students, due to their academic and general situation, must repeat the grade completed in accordance with the current provisions of the Ministry of National Education. regarding evaluation and promotion and with the provisions of this Student Handbook.

Any of the following students from 1-12 may be considered for repeating a school grade:

- Students with two or more fundamental subjects, or three or more subjects in total, at an insufficient level or if there is no evidence.
- Students with one or more core subjects for two or more consecutive grades at an insufficient level or if there is no evidence.
- Students with a fundamental subject in insufficient level (or if there is no evidence) who have not successfully completed the summer plan or validation.
- Students who have not attended 85% of the academic days to academic activities during the school year due to absences with or without excuse.
- Students who have not fully met the expectations defined in their Individual Educational Plan (IEP) and whose analysis of the educational and pedagogical aspects recommends not being promoted to the following school year.
- Students on whom there is common agreement between the directives and the parents of the student regarding the repetition of the course.

In accordance with article 10 of Decree 2247 of 1997, at the level of preschool education (at the Colegio Granadino from K1 to K5) grades are not failed. However, the School has the power to recommend to the parent or guardian that the student repeat the school year when the age, the development of fundamental skills according to the stage of development, and/or the evolution of the student during the school year indicate that repeating the grade favors the integral well-being of the student.

### **Early promotion**

#### **For students with superior performance**

To promote students who demonstrate superior academic performance, it is imperative to meet the following requirements:

- During the first period of the school year, the student must consistently exceed the standards expected for the grade he or she is in. That is, your scores in all areas must be at the advanced level of performance, according to our scale.
- Demonstrate through school-administered exams that you have the skills and knowledge of the grade to which you want to be promoted.
- The student must be socially, emotionally and intellectually prepared to face and manage the challenges of the age with which he or she will interact. This capacity will be determined by various means.
- This promotion must be made no later than during the first week of the second academic period.

These cases will be analyzed by the Academic Council, which will give its recommendation to the Directive Council, the body responsible for making the final decision. If the student is to be promoted, his or her parents must express their approval.

#### **For students who failed the year**

The Principal's Office, the Dean of Students, the Department of Learning Support Services and Counseling monitor the progress of students who failed the previous year, to provide them with the support they require. The possibility of early promotion will be analyzed by the Academic Council during the first period of the school year. This body will give its recommendation to the Directive Council who will be responsible for making the final decision.

To be promoted, the student must present evidence of academic aptitude in the subject(s) that he/she failed the previous year and obtain a result with a minimum passing grade of Proficient (3.0) in all the tests presented. These tests will evaluate the contents and competencies addressed throughout the school year that was failed. To guarantee the transparency of the process, these tests will be designed and graded by the group of teachers from the respective academic department, defined by the Principal's Office. If the student does not pass one or more of these tests, he/she will not be able to be promoted early and will have to take the year he/she repeats regularly.

To access the presentation of the academic aptitude tests, the student must have a score of Proficient (3.0) in all the subjects they are taking; Verification of compliance with this requirement will be carried out on the date on which the first academic period of the school year ends. If this requirement is not met, the student will not be able to take the academic aptitude tests and, consequently, will not be able to be promoted early.

The student must adhere to the study plan for the year he or she repeats under the curricular and personnel structure established by the institution. However, if changes occur in the curricular structure that involve subjects with different levels of complexity than those existing the year in which they failed, the School will have the means to weigh this eventuality in favor of the student's educational process.

Those students who have a curricular adaptation given their learning profile must comply with the requirements described in this section, with the support of the relevant professionals.

If promoted, the Principal, the Learning Support Services professionals, the Dean of Students and Counseling will work as a team with the student and their family so that they can achieve the essential standards of competence, both Colombian and international, that Stay pending the first two months of the year to which you are promoted. Once the student is promoted, they must complete the leveling plan designed by each teacher in the terms determined by them. This leveling plan will be graded and taken into account in the grades for the first academic period of the year to which you were promoted.

**Article 51.1 Validation:** Validation is the process used for those students who have obtained a minimum cumulative average of less than 2.0 in a single subject. This validation will be carried out before the start of the following school year and the way it will be carried out will be determined by the director of each section in consensus with the CEP.

Validation could include one or more of the following pedagogical strategies:

- Summer school and/or summer plan
- Compulsory external tutorials
- Online summer course
- Exams, work and supports
- Other options determined by the Section Director

The student who fails two or more fundamental subjects or 3 or more subjects in total will not have the opportunity to carry out the validation process.

All validation activities must be successfully completed before the start of the next school year on the dates established by the School or they will be considered as not validated and the student must repeat the grade taken.

**Appeal:** The student who fails the grade has three (3) business days after the decision is informed, to file an appeal before the Directive Council of Colegio Granadino. The resource may be delivered by electronic or physical means to the Principal of the Section or the School Director.

**Article 51.2. Reinforcement and remediation activities:** These are complementary activities that are carried out throughout the school year that seek to consolidate the skills outlined in the standards of the grade studied. They will be carried out in the time determined by the School.

The following are some of them:

- Accommodations and differentiation within classes.
- Support inside and outside the classroom.
- Support programs



- Home or vacation plans.
- Routines and guidelines to implement at home.
- In some cases, parents are recommended to provide external tutoring according to the needs of the students.

**Article 52. Individual Educational Plan (IEP):** An IEP consists of a written plan to respond to the needs of enrichment, remediation and/or modification that will be assigned to those students with special needs, identified through a formal process led by the Director of Section.

Individual Education Plans (IEPs) are developed by the Learning Support Specialist, in consultation with the Principal, Teachers, and Counselors. Recognizing that students have different ways and rhythms of learning, for those with special needs, the School will design an Individual Educational Plan that:

- Describe the strengths and needs of the students.
- Describe any modification, accommodation, or remedial strategies that should be maintained.
- Clearly outline the specific goals you must successfully accomplish.
- Clearly define the responsibilities of students, parents, and teachers in the process.

The purpose of the IEP is not to exonerate the student from the responsibility of complying with the standards established by the school, but rather to offer a work plan to help the student to comply with them. Ultimately, the student's responsibility is to meet the expectations of their IEP by striving to do so.

The criteria for each IEP will be specifically determined on a case-by-case basis, but must include some or all of the following factors:

- Permanent monitoring and feedback meetings
- Tutorials (*open door*)
- Schedule of support classes
- Curricular modifications
- Psychological or educational evaluations to identify needs
- External support
- Academic probation
- Others

### **Article 52.1 Program for High Performance Athletes**

The following program establishes the selection criteria for high-performance athletes from the Colegio Granadino, the benefits they can access and the commitments they acquire.

#### **Basis:**

The Colegio Granadino recognizes and values the importance of high-performance sports and the benefits that this represents for its students, who, through dedication to sports, acquire and promote healthy lifestyles with their peers, and they develop physical, personally and socially. Sports practices also promote institutional values (responsibility, respect, honesty) and other values such as commitment, effort, perseverance, teamwork, discipline and cooperation through the practice of sport. In the same way, they learn to be resilient, to excel and seek excellence every day.

High performance athletes are a good example for the community, they stand out for their commitment and dedication and have the possibility of representing the municipality, department and/or country in different events. In the same way, they have the opportunity to apply and access university scholarships abroad due to the good results they obtain in the sport they practice.

By virtue of the foregoing, the implementation of this program at the Colegio Granadino, allows high-performance student athletes to dedicate the sufficient time that each high-performance sport requires, being able, in parallel, to continue their learning process in the School, comply with their school obligations and with a differentiated academic load in relation to that of other students.

**Scope:**

The program benefits high-performance student athletes, allowing them to enjoy the multiple benefits of practicing sports, while receiving high-quality education at our institution.

**Selection criteria:**

A high performance athlete is considered a student who meets one or more of the following criteria:

- He/she is selected at the municipal, departmental, national and/or international level in his sports discipline (must be endorsed by the federation of his respective sport). If the sport practiced is not a sport endorsed by any federation, it will not be necessary to comply with this requirement.
- He/she have updated your list or your call for selection for a minimum period of 6 months.
- Attended at least 8 competitions or tournaments in the previous year, obtaining outstanding results, which will be evaluated by the Sports Coordinator (The student must present the attendance certificates and competition results). If the sport he/she practices does not have permanent competitions at the national level, the School may evaluate the particular case with a sport expert to determine if he/she can be a beneficiary of the program or not.

**The following description is not considered a High Performance Athlete for the program:**

- Participate in occasional contests or competitions, representing particular clubs or a single club.
- Carry out sports activities for his/her own motivation on a routine basis (eg. running marathons, classic cycling, gym activities with specific programs, etc.)
- He/she belongs, through a club, to a sports league but is not selected to participate in activities at the municipal, departmental or national level.
- He/she participates in open stops and private training sessions representing himself or a club.

**Selection process**

- The parents or guardians of the high-performance athlete must submit the request to the Principal via email, accompanied by the student's resume, which must contain the entire career of the student in the sport they practice, the time you have been practicing, the competitions you have attended, the results you have obtained, the hours you train during the week duly certified by the coach and all the information that is relevant for the College to be able to evaluate the application.
- The Academic Council will meet with the Section Director and the Sports Coordinator to evaluate the student's application and review whether or not it meets the selection criteria.
- The Principal will send a response to the student's family within a term of no more than 15 business days.

- The Principal, after informing the family, and if the application has been accepted, will inform the student's teachers about the decision made by the School and will send a copy of this program to them.

### Benefits for High Performance Athletes

- **Evaluation criteria:** Teachers must give a differentiated grade to high-performance students, who, due to their dedication to the sport they practice and their permanent attendance at competitions, have fewer hours available per year to dedicate to their academic commitments. Teachers, according to the particular circumstances of each athlete and according to their performance and level of commitment, may exempt students from submitting certain assignments or taking certain exams.
- **Extension of deadlines :** You will be granted extensions for the delivery of work and tasks in all areas, as long as the delivery dates of the same coincide with the periods of absence related to your sports activity and comply with the guidelines of this respect, defined by each section.
- **Attendance to Physical Education classes and Electives :** High performance student athletes will have the possibility to use the Physical Education class block and the elective blocks for academic purposes . In order to legalize their performance, particularly in the area of physical education, the athlete's external trainer must certify through a document sent to the section director, the student's performance in the skills worked during training and the note of 1 to 4, according to the Colegio Granadino grading scale .
  - In case of deciding to participate in the Physical Education class, the student must meet the same requirements as the rest of his classmates in terms of participation, behavior and work ethic.
  - The decision to take the physical education class must be informed to the Sports Coordinator and the Section Director by the student's family before starting each academic period.
- **Early dismissals for sporting events:** High-performance student athletes will be granted permission to attend sporting events corresponding to their discipline (training sessions, competitions, etc.). Each student must notify in advance the dates and times of their departures in the offices of their section to be excused , presenting the proper documentation.
- **Social Service:** A social service equivalent to 40 hours will be recognized for high-performance student athletes in grades 11 and 12. The student must present the documentation that evidences his sports practice to the personnel in charge of the Social Service.
- **Senior Independent Project (SIP) :** High performance athletes in grade 12, taking into account their time constraints, will carry out a *SIP with the accommodations* that respond to their circumstances .
- **Attendance to Open Doors :** The student will have the opportunity to attend the open doors before or after the absences so that they can receive permanent support from the teachers.

### Student Commitments

- The high-performance athlete will have the responsibility of keeping up with class content and maintaining good academic performance , as established in this program.
- The athlete must not have insufficient performance grades (less than 2.0) in academic, behavioral or learning dispositions grades , at the time of each period cut-off.

- The athlete must not have more than 10 late arrivals to their classes during each academic period, without excuse.
- The athlete should not have more than 15 absences from their classes for the year , without excuses.
- The athlete cannot be penalized for serious and/or very serious misconduct within a disciplinary process .
- The athlete will be an example for his classmates and a model of character, good behavior and sportsmanship inside and outside the school.
- The athlete must inform the school in advance of any absence related to training and/or sporting events of which they are a part, presenting the physical or electronic summons at the offices corresponding to their section .
- The athlete must contact all his teachers in advance ( 1 week) by email, giving notice of his planned absence and establishing agreements with each one for the delivery of work.
- The athlete must comply with all the commitments and duties of this program.

#### **Consequences of Failure:**

Failure to comply with one or more of these commitments will result in the suspension of the benefits granted by this program during the current school year.

**Article 53. External Tutorials:** Prior to the analysis of the case, tutorials, therapies or external evaluations may be recommended, which must be managed by each family in order to level or reinforce specific concepts and skills. The external supports mentioned in this article must be followed responsibly and consistently by the parents, since they are essential for optimizing the process of academic and/or socio-emotional development. Failure to comply with these recommendations will constitute a breach of the duties of parents stipulated in Article 20 of this Handbook. Consequently, the non-renewal of the enrollment contract for the following school year could be considered.

Each recommendation for support or external examination must be authorized by the section director. The School will carry out regular monitoring with the prior authorization of the parents.

Any outside tutoring or support provided by a student's current professor or counselor is considered a conflict of interest.

**Article 54. Academic Probation Period:** The academic probation period is automatically imposed on those students who fail the year and who choose or not to take the specific programs for non-promoted students. The conditions of this academic trial period will be defined by the Evaluation and Promotion Commission of each section and must have the final approval of the School Director of the School.

Likewise, the academic probation period may be imposed on those students who seriously or repeatedly violate the Academic Honor Code established in this Student Handbook.

At the end of each school, the Evaluation and Promotion Commission of each section will individually analyze the academic progress of each student who is under this measure and will make a recommendation to the Director of the School, who must decide if the Academic Probation Period is raised or not.

Those students whose academic probation period is not lifted or suspended at the end of the school year may not be admitted in the following school year according to the analysis of the circumstances of the educational process of each student.

Students who are new to the institution will have a special follow-up plan by Counseling and the Learning Support Services Department; seeking to guarantee an optimal adaptation process.

**Article 55. Academic Honors:** Outstanding students of Colegio Granadino may deserve the following academic honors:

**Article 55.1 Honor Roll:** The Honor Roll is a recognition granted by the School at the end of each school year, whose purpose is to exalt exceptional academic performance, exemplary character, adherence to Granadino values, sense of belonging to the community and, in general, the commitment of the students with the Mission of the School.

The honor roll will be awarded to one (1) student for each grade from 5th grade of elementary school to 11th grade of high school.

#### **Criteria for nomination**

The students nominated for the Honor Roll are those students who comprehensively meet all the criteria mentioned below:

- Exceptional academic performance: in the present case, and for purposes of nomination for honors, exceptional academic performance is considered to be that of those students who register the highest averages for the grade, as long as these averages are at the advanced level of performance.
- Advanced assessments in dispositions for learning.
- Excellent behavior.
- Active participation in activities promoted by the School.
- Leadership skills.
- Being an example of Granadino values.

#### **Choice of nominees and winner**

- An advisory team from each grade, made up of teachers, counselors, Section Principal and learning support staff, will meet at the end of the school year to choose the list of nominees and then the winner.
- No application processes or interviews will take place.
- In the last week of the school year, parents of nominated students will receive a letter informing them of their child's nomination.
- In the end-of-year Assembly of each section, a special mention will be made to the nominees and the winners of the honor roll will be announced.
- Parents of students who earn honors will receive a letter from Colegio Granadino notifying them of this.
- The nominees and winners of the honors degree will be published on the school's social networks in the "Pride of Granadino" space.

#### **Awards**

- The award that students who earn honors will receive will consist of partial or total exemption from tuition for the following school year and will be awarded to one student per grade, from

5th grade to 11th grade. Those students who receive the Recognition for the first time, receive a 50% tuition waiver, while those students who have previously received recognition one or more times, receive a 100% tuition waiver.

- Students who have been nominated twice in a row and who, in addition, have ranked second in the group of nominees for two consecutive years, will receive a 25% tuition fee waiver.

**Article 55.2 High Honors Mention:** Students who have an academic average equal to or greater than 3.6 in all areas and none insufficient at the end of the academic period, will receive a High Honors Mention at the end of the school year.

**Article 55.3 Mention of High Academic Honors:** Students who demonstrate advanced academic performance, cumulatively or in each of the core areas, at the end of the school year will receive a High Honors Academic Citation at the end-of-year assemblies.

**Article 55.4 Honor Society:** The Honor Society is a worldwide organization that recognizes international school students for their leadership, character, service, and academic achievement. Members of this society are well-rounded students who leverage the strengths of their group and have a positive impact on the community. The Honor Society, in each of its chapters, is made up of those students who meet the requirements or pillars established by the organization; that is, they demonstrate exceptional academic performance, leadership skills, dedication to service, and exemplary character. At Colegio Granadino, there are three chapters of the Honor Society:

- **Elementary Honor Society:** It is made up of students from 4th to 6th.
- **National Junior Honor Society:** It is made up of students from 8th to 9th.
- **National Honor Society:** It is made up of students from 11th to 12th.

**Election of nominees for members of the Honor Society:** Both the nominees to belong to the Honor Society and its members are chosen by the Faculty Council, which is a body made up of professionals from each of the academic sections, who study, and they evaluate the fulfillment of each of the requirements by the students to be considered. The selection process of the nominees and members of the Honor Society takes place every year, during the month of September.

**Article 55.5 Granadino Gold Medal:** The Granadino Gold Medal or *Granadino Golden Award* is the highest distinction awarded by Colegio Granadino to the 12th grade student who best represents the educational and training model and ideals stipulated in the Granadino Student Profile.

**Criteria for nomination:** The students nominated for the *Granadino Golden Award* are those students who comprehensively meet all the criteria mentioned below:

- Having studied at Colegio Granadino since second grade.
- Represent with their behavior, the Granadino Student profile described in article 12 of this Student Handbook.
- Have an academic performance above 3.6 from 6th grade to 12th grade.

**Choice of nominees and winner**

- A 12th grade advisory team, made up of teachers, counselors, Section Principal and learning support staff, will meet at the end of the school year to choose the list of nominees for the *Granadino Golden Award*.

- The list of nominated students will be put to a vote among 12th grade students and 12th grade teachers.
- Finally, the Board of Directors of the Colegio Granadino and the School Director of the Colegio, will analyze the profiles of the nominees and the results of the voting and will choose the winner of the Granadino Gold Medal.
- The School Director will issue a Rectoral Resolution through which the Granadino Gold Medal is awarded.
- The Granadino Gold Medal will be awarded to the winning student, at the Graduation ceremony for the 12<sup>th</sup> grade students.
- The nominees and the winner of the Granadino Golden Award will be published on the school's social networks in the "Granadino Pride" space.

**Article 56. Certificates:** The School, at the request of the interested party, will issue records and certificates to its students and graduates through the School's Admissions Office. The School will determine the costs of issuing the certificates.

## **CHAPTER SEVEN** **COEXISTENCE AND DISCIPLINE REGIME**

**Article 57. Basic Premises :** The procedures and measures indicated in the disciplinary policy of Colegio Granadino are based on the premise that discipline is a continuous training process that leads to conscious control of the will, body and character of the individual.

This control allows individuals to develop a sense of responsibility for achieving their personal, academic and social growth.

This disciplinary policy is based on clear values such as respect, honesty, loyalty, responsibility, dignity and collaboration. The School's disciplinary policy has been designed based on its philosophy and guides students to become responsible citizens. Teachers are immediately responsible for maintaining discipline in the School.

However, compliance with the standards established here is only one aspect of the teacher's training work. Another important part of their work is to create an environment of positive stimuli that reflects the disciplinary rules and the spirit of coexistence of the School.

Disciplinary decisions are always made with the aim of promoting the adequate training of the student and will be adopted in accordance with the due process to which the student is entitled with the timely participation of the family.

A basic premise of education of the character, personality and ethics of the student is that the family is the first and direct educator of their children and the School is a collaborator in that process.

### **Academic Honor Code.**

The Academic Honor Code of Colegio Granadino refers to the set of rules and provisions that regulate the conduct of students regarding their academic duties.

Situations where the student may be involved in violating the Academic Honor Code are:

1. Cheating in class: the student provides or receives help in the individual work of classmates in an exam, enters electronic devices, papers or unauthorized aids to take the exam.
2. Out-of-class cheating: copying assignments or documents from other students or individuals and presenting it as if it were created by the student. The student can receive help from classmates or tutors as long as they present the work individually and in their own words.
3. Use work from students who previously presented in years or on past occasions. All work must be presented individually and with your own ideas and words.
4. Allow and consent to other students using their own work, research, assignments or exams for academic purposes.
5. Plagiarism: using segments of another person's work and putting them in a work or presentation without proper citation.
6. plagiarism : using information from the Internet without proper citation or the use of artificial intelligence when the teacher informs students that it is not allowed to use it for a certain project or work. When the teacher allows his students to use artificial intelligence, the student must cite the source of artificial intelligence used in the work.

**Consequences:**

1. The student who incurs any violation of the Academic Honor Code will have a single opportunity to resubmit the respective assignments and/or exams with a maximum passing score of 2.0.
2. According to the severity of the violation of the Academic Honor Code and in cases of repetition of these behaviors, students may receive the other academic and disciplinary sanctions established in this Coexistence Manual.

**Article 58. Rules of conduct between students, teaching and administrative staff :** Relationships between members of the educational community must be framed within the greatest harmony and respect and abide by the duties and rights of each class, as expressed in this manual. and other College regulations.

**Article 59. Physical Contact :** Physical manifestations of affection or friendship must be framed within the greatest respect for the right to modesty and privacy of each person. Any intimate or inappropriate physical contact within the School is considered an offense and will be sanctioned accordingly.

**Article 60. Dress Code :** The use of uniform is mandatory for all students of Colegio Granadino, in accordance with the policy delivered on the day of registration.

- Students must always be clean and well dressed.
- Uniforms must always be in good condition.
- Students must wear white, black or gray tennis shoes, no shoes with wheels are allowed.
- In winter season, students may wear rubber boots.
- Students may not wear other types of jackets, sweatshirts, jackets, shirts, blouses, shoes, caps or clothing other than those of the School uniform.
- The student may wear a white or light gray long-sleeved or short-sleeved shirt or t-shirt when the weather warrants it or due to particular health conditions.



- Only 12th grade students have the privilege of wearing a different jacket whose design must be approved in advance by the Section Director.
- The distinctive t-shirts of each course, institutional activity, house or team, but which are not part of the uniform, may be worn 2 days in primary and secondary school (Thursdays and Fridays). T-shirts must be in perfect condition and only school t-shirts are allowed. These days you must bring the rest of your complete uniform. For conferences, ceremonies, and other specific events, only the institutional uniform must be worn.
- School sports team uniforms may only be worn during after-school sports training and sports competitions. That is, they cannot be used to replace the uniform.
- Jewelry, clothing items with obscene content, or references to drugs, alcohol or cigarettes are not permitted.
- The dress code will be strictly enforced by any member of the administration, teacher, or community member.
- The school will not assume any responsibility for the medical care (chronic and acute) or otherwise of any body piercing(s) (e.g., navel, nose, lips, tongue, hands, etc.) . ). If the student wears personal devices on the pierced body area while on school premises, the School will not assume any responsibility (legal, financial, moral, etc.) for any possible damage or consequences.
- The school will not be responsible for the loss or damage to items for personal use (jewelry, jackets, watches, etc.) carried by students within the School facilities.
- Violating the dress code is considered a minor offense; The accumulation of reports for violations of the dress code will be handled in accordance with the provisions of the Coexistence Manual regarding the accumulation of minor offenses without following the instructions of the School.

**Dress Down Days (DDD)** : *Dress Down Days* are days scheduled during the school year in which students can attend school wearing clothing other than the school uniform . For *Dress Down Days* , students must take into account the following conditions:

- Wear t-shirts that cover the abdomen.
- If you are going to wear shorts or Bermuda shorts, make sure they cover the middle of your thigh.
- The combination of the School sweatshirt with colored t-shirts, coats or jackets, tennis shoes and colored socks is not acceptable.
- Students will not be allowed to wear tennis shoes or shoes with wheels.
- If a *Dress Down Day* coincides with physical education classes, students must wear clothing that allows them to do physical education exercises, such as sweatshirts and tennis shoes.
- T-shirts and sweatshirts must be in good condition. Garments with cut collars, torn, or in poor condition are not accepted. Clothing that contains obscene or offensive writing or graphics, or references to drugs, alcohol or cigarettes, is not accepted.

**Article 61. Attendance Regime: Class Attendance / Late Arrivals** : Attending class on time is a demonstration of respect and is a fundamental aspect of a student's success at school. All students must be inside the classroom after the bell rings. In secondary school, this applies with the second bell. Teachers will take attendance through the digital platform attached to the school during the first 5 minutes of class.

All students must attend all classes, absent from a class without permission or truancy is considered a misbehavior. The homes of absent students will be called first thing in the morning to find out the reason for their absence.

Students must attend all classes, meetings, ceremonies, and outreach activities or training sessions punctually. Once class or activity has started, no student is allowed to go to the bathroom or locker without authorization, unless it is a proven emergency.

**Article 62. Absences** : Absences are one of the causes for failure. The School does not authorize the absence of students during school time or before or after holidays for recreational, personal or family trips. Families should plan their vacations and trips according to the annual school calendar that is delivered on registration day. The deadline for submitting absence information is 8 business days.

**Article 63. Absences for medical reasons** : Parents or guardians must present to the section office or the Section Director or the teacher, the medical excuse for approval, with which they may present the exams and work that they have failed to present due to reason for his absence.

When the student is absent one day for health reasons that in the opinion of the parents or guardians do not warrant medical certification, they must send a note to the secondary office on the same day of the student's absence from School, justifying the absence.

**Paragraph** : Justifiable absences from an academic day can be validated with an email from parents or guardians, as long as no summative activities have been presented on the day, otherwise, medical disability or specific support is required. of the external activity, to be able to access the presentation of this summative on Saturday, scheduled by the Principaía.

Justifiable absences of 2 days or more always require medical incapacity or specific support from the external activity, in order to be validated.

**Article 64. Absences for other justified reasons** : Parents are obliged to request permission in writing, or to inform the Section Office at least one week in advance about their child's absences caused by special reasons other than illness, such as:

- Sports tournaments
- Cultural and artistic activities
- Family emergencies
- Medical, dental and surgical treatments or examinations.
- Legal and visa procedures
- Educational exchange

In the case of sports tournaments or cultural activities in which School students participate, they must deliver at least one week in advance, a letter addressed to the school by the entity that organizes or sponsors the event and/or the student's parents. .

The School reserves the right to deny permits to those students who present academic or disciplinary difficulties.

Failure to request permission to be absent from the School for reasons other than illness will constitute an unexcused absence. The family that decides not to follow the School's recommendation is fully responsible for the academic and learning consequences that may arise from the student's absence.

It is the responsibility of each student to organize and agree with each teacher on the schedule and mode of presentation of work, assignments and exams. The student must comply with the commitments and schedules agreed for this purpose.

**Paragraph 1 :** Students with justified absences will have the number of days parallel to those at school, up to 5 days or a complete cycle in secondary school, unless an alternative plan has been decided for the delivery of work not presented, counting as day 1 the day of arrival. They have the right to present evaluations and submit assignments for the full grade. Adhering to the guidelines for justified absences.

**Paragraph 2:** Justifiable absences of 2 days or more always require medical incapacity or specific support from the external activity, in order to be validated.

#### **64.1: Exchange Policy**

Colegio Granadino encourages its students to participate in cultural and academic exchanges as part of their education, personal development and global understanding. The student who is interested in carrying out an exchange must meet the following conditions:

- a. The student exchange must be approved in writing by the School Rector before beginning.
- b. Exchanges cannot be carried out in the last degree at Colegio Granadino. The School also recommends that exchanges do not take place after 10th grade.
- c. The student must meet with the section Principal before the exchange to ensure that he/she meets all requirements while on the exchange and to establish the process that helps the student follow the Granadino requirements .
- d. Upon returning to Granadino , in order to validate any study while on exchange, you must present a certificate of grades from the exchange school as well as a behavior report to the Section Principal.
- e. Any required assessments, unvalidated or scheduled coursework, and social service requirements must be completed as the student's responsibility. The section administration will evaluate whether the requirements or their equivalents have been met and will establish any plan for the student to comply with them.
- f. In order to reserve a place in the degree, students must pay the tuition and fees relevant to the exchange year. In the event that the School organizes the exchange classes, the monthly pension must also be paid.

**Article 65. Medical, Dental and Legal Appointments:** Medical, dental or legal appointments must be scheduled after school hours. Extracurricular activities and training are considered school time. When there are medical, dental or legal appointments that cannot be postponed during school hours, parents must request that their child leave earlier and must pick them up at School.

To attend appointments after school, students are not authorized to change bus routes or get off at a different location than usual unless these appointments are part of treatment for an extended period or for the entire school year, in which In this case, the parents will make the corresponding written request to change the route.

If these appointments are occasional and at the normal school dismissal time, the parents or guardian must pick up the student or send an authorized person.

**Article 66. Late arrivals to class:** Arriving late should be avoided. Students who arrive late to the School for any reason must report immediately upon arrival to the Section Office. An excused or unexcused Late Pass is issued in the Section Office for the student to be admitted to class. For excused tardies, the student is responsible for speaking with the teachers about the classes missed or the class to which he or she was late and must catch up.

If the student is at school and arrives late to class during the day, he or she must go to the section office and obtain a *late pass*. He or she may enter class again at the teacher's discretion and with the agreed disciplinary consequences. Late arrivals to class are recorded in the section office. Students who are repeatedly late to class are considered a disciplinary problem and parents are called and a consequence is applied, as appropriate.

**Paragraph :** In secondary school, the *late pass* for the first hour or for arriving late to school is issued by the section secretary. For the other class hours of the day, the late pass is issued by the respective staff member, in case the student is with them; Otherwise, a late arrival is recorded by the teacher of the class to which you arrive late.

The consequences for accumulated late arrivals are:

#### **K4 – K5 and Primary**

- 3 late arrivals: Written notification to parents or guardians as a wake-up call.
- 5 late arrivals: Appointment with the family with the section director and the counselor.
- 8 late arrivals: Disciplinary report.
- 10 late arrivals: Disciplinary report and disciplinary reflection afternoon.
- 12 late arrivals: Disciplinary report and two afternoons of disciplinary reflection.
- 14 late arrivals: Disciplinary report and case reported to the General Director.

#### **Secondary**

- 3 late arrivals: Call for attention with the Dean of Students, written notification to parents or guardians and afternoon of reflection on Monday in the Dean Office.
- 5 late arrivals: Call for attention with the Dean of Students, written notification to parents or guardians, disciplinary report and afternoon disciplinary reflection on Monday in the Dean Office.
- 8 late arrivals: Written notification to parents or guardians, appointment with the family, disciplinary report and afternoon disciplinary reflection on Monday in the Dean Office.
- 10 late arrivals: Call for attention with Principal and Dean, written notification to parents or guardians, disciplinary report and disciplinary reflection Saturday.
- 12 late arrivals: Written notification to parents or guardians, appointment with the family, disciplinary report and two Saturdays of disciplinary reflection.
- 14 or more late arrivals: Written notification to parents or guardians, appointment with the family, disciplinary report and case reported to the Director .

**Earlier Departures :** When it is necessary for a student to leave the School during the day, parents or guardians will inform through the virtual form for this purpose, and at the time established for this, or

by email, when it is done outside of school. this time, the departure time to the respective secretary of the section, who will inform the goalkeeper. No student is allowed to leave the School without parental permission.

If the parent enters the school to pick up the student, they must appear and wait in the section secretary's office. Under no circumstances should you go to the classroom to pick up a student.

Parents must previously request, in writing, authorization from the Section Director or his/her delegate to pick up the student during activities outside the School (study trips, sports tournaments, etc.).

Students who leave school early are responsible for making up any classes they miss for this reason. They are also responsible for any homework, exam or written test that is scheduled for the next day , adhering to the absence guidelines.

**Article 67. Absences for unjustified reasons:** Some unjustified absences are family recreational trips, early departures without authorization from the School, among others. Academic activities carried out during such absences are taken as seen and it is the sole responsibility of the student to catch up. Leaves of absence should not be requested before or after vacation periods.

**Paragraph :** Students with unexcused absences miss planned and scheduled instruction. Although can attend regularly scheduled *Open Doors* , they must take responsibility for their own learning.

The secondary section has new specific guidelines regarding unjustified absences, which, in accordance with the Institutional Coexistence Manual, state that the student is responsible for delivering class activities on the dates scheduled by the teachers, and Furthermore , the student cannot present the summative activities carried out on the days of absence, obtaining a NE assessment in these.

**Article 68. Offences:** A disciplinary offense is considered to be that conduct that transgresses the obligations, duties and/or prohibitions established in this Handbook.

**Offenses committed outside the School:** The offenses in which the students incur outside the School, will be the responsibility of the parents, who must be the ones in charged of managing the situation, because they are the legal representatives and/or guardians. Parents must assign their children the pedagogical measures according to the rules of each family, and they must promote spaces for reconciliation with the other families of the students involved, if applicable.

The School may intervene in the situation that occurred outside the School, through the protocols and procedures described in this Handbook, only in the following cases:

- Situations of school bullying and/or cyberbullying, as long as, at the time the school hours begin, the students involved have not taken measures to reverse or stop the spread of electronic aggression or repair the damage generated.
- For the possible commission of situations of aggression that constitute alleged crimes against life and against freedom, integrity and sexual education, in accordance with the Colombian Penal Code. (The school disciplinary process will be independent of the criminal process and will not be linked to its results)

**Article 69. Classification of offenses:** For the purposes of the measures, disciplinary offenses will be classified as minor, serious and very serious offenses, based on their nature and their effects, the modalities and circumstances of the fact, the determining reasons and the personal background of the student.

**Article 70. Minor Offenses:** Minor offenses are those behaviors that can be incurred in the daily life of the Institution in minor, non-recurring matters, which go against the normal functioning of the school and/or against general expectations of behavior. The following are considered minor offenses:

- Arriving late to school, to classes or other institutional acts, without justification.
- Constantly interrupt classes or school events, through actions that prevent normal development, without justification. Some of the following acts are considered interruptions:
  - Talk constantly.
  - Not respecting the turn to intervene.
  - Listening to music without authorization.
  - All other behaviors that alter the normal development of school activities.
- Being absent from the face-to-face or virtual classroom.
- Failing to attend to the observations of the School staff.
- Behaving inappropriately within the school premises.
- Neglecting their personal presentation, presenting themselves with signs of bodily uncleanness.
- Not wearing the school uniform properly.
- Deteriorate the school spaces by throwing rubbish, damaging the spaces and neglecting their cleanliness.
- Failure to follow established procedures for special absences.
- Failure to comply with standards of behavior during evaluations.
- Failure to comply with the appropriate behavior during the development of evaluation activities or those that require extensive concentration and individual work in person or online.
- Using technological devices during the school day without the authorization of the teacher.
- Using toys or any other distracting element during the face-to-face or virtual school day without the authorization of the teacher.
- Improperly using or playing with food or leftovers.
- Failure to comply with the provisions of article 59 of this Manual on physical contact and physical expressions of affection or friendship.
- In virtual sessions, do not identify yourself with full names and/or turn off the camera, contrary to the instructions of the teacher or session leader.
- Use of inappropriate images (background and profile) on devices authorized by the School.

Actions or behaviors not contemplated in this article, but which have connotations similar to those defined here, may also be considered minor offenses.

The accumulation of three (3) minor offenses without attending to the corrective measures imposed, will result in a period of reflection led by the counselor; the accumulation of five (5)-minor offenses without attending to the corrective measures imposed, is considered a serious offense and will result in the implementation of the pedagogical measures provided for serious offenses.

**Article 71. Serious Offenses:** Serious offenses are those behaviors that are either contrary to the rules and fundamental principles of the community or are repetitive, that alter the healthy coexistence, the

physical or emotional health of the students or are the result of behaviors that seriously contravene moral or ethical principles. The following are considered serious offenses:

- The recurrence of minor offenses in accordance with the Coexistence Manual without addressing the corrective measures imposed.
- Threaten, intimidate, insult, violate, discriminate, harass or verbally assault any member of the educational community in its facilities or in any face-to-face or virtual academic activity based on their race, gender, disability, sexual orientation, socioeconomic status, national origin, family, language, political or philosophical opinion, culture, creed and/or any other reason.
- Using disrespectful or offensive gestures, profanity or rude treatment with classmates, teachers or any other member of the educational community.  
Lack of respect inside or outside the School, or in the development of any face-to-face or virtual activity scheduled by it.
- Assault, hit, mistreat or physically violate any member of the educational community in its facilities or in any face-to-face or virtual academic activity.
- Behaving in a negative, inappropriate, dangerous and/or contrary to the welfare of others.
- Bringing, carrying, using or lending sharp elements, dangerous substances or any element that could cause harm or danger to any member of the educational community.
- Being involved in bullying (school bullying) or cyberbullying (virtual school bullying) behavior against another and/ or other students or members of the educational community. (The definition of bullying can be found in Annex # 3 of this Coexistence Manual).
- Buy or sell merchandise by any means, without the authorization of the School.
- Attacking the computer and security systems of the school and/or any member of the community.
- Committing academic fraud, cheating or plagiarism, falsifying or altering signatures, books, documents, notes or other school communications, as well as signatures of parents, guardians or any member of the community.
- Absent from the School facilities without the required authorizations.
- Behaving inside or outside the School, even without wearing the institutional uniform, in such a way that it harms or threatens the good name of the institution or of any member of the community. Entering the School under the influence of alcohol or any psychoactive substance.
- Failure to comply with the policies established in the Coexistence Manual and/or in the sections.
- Omitting or covering up disciplinary offenses by their peers.
- Failure to comply with the School's provisions regarding the use of virtual platforms and/or technological resources available to the institution (Articles 110.1 and 125 of this Manual).
- Using the Internet network within the School or inappropriately handling any means of communication and/or social network, for aspects different from what is established by the institution, such as: Harmful or dangerous content, violent or explicit content, misleading information or spam, impersonation, threats, incitement to hatred, invasion of privacy, among others.
- Violate the provisions related to the Processing of Personal Data.
- Failure to comply with the biosafety protocols within the School available on the institution's website.
- Repeatedly failing to comply with the academic duties and obligations imposed by the professors.
- Make slanderous, insulting or dishonorable public statements using any means.

- Taking photographs, recording or filming other members of the community without their prior authorization.
- Failure to comply with the policy established for the use of the car by students who enjoy this privilege.
- Transporting in the authorized students' own vehicles, other students without permission.

Actions or behaviors not contemplated in this article, but which have connotations similar to those defined here, may also be considered serious offenses.

The accumulation of three (3) or more serious offenses without attending to the corrective measures imposed, is considered a very serious offense and will result in the pedagogical measures provided for very serious offenses.

**Article 72. Very Serious Offences:** Very serious offenses are those conducts that go against the physical or moral integrity of any member of the community or constitute an alleged crime. The following behaviors are considered very serious offenses:

- Repeating serious offenses in accordance with the Student Handbook without attending to the corrective measures imposed.
- Carrying, possessing, consuming, supplying, and/or marketing tobacco, electronic cigarettes, vapers, vape essences, hookahs, alcoholic beverages, narcotics or others that affect health, in any activity of the School, organized, sponsored or where it is acted on behalf of him.
- Any conduct that constitutes an alleged crime in accordance with the provisions of current Colombian criminal law and/or that causes criminal or judicial intervention, loss of liberty or confinement in a jail or home for minors.
- Transporting, possessing, carrying or using firearms or bladed weapons within the School or in any organized, sponsored activity or where they act on behalf of it.
- Inducing the consumption or commercialization of any beverage with alcoholic or narcotic content or other substances not duly formulated by a doctor within the School or in any organized, sponsored activity or where they act on behalf of it.
- Seriously attacking the physical or moral integrity of any member of the community.
- Attempting, damaging, destroying, removing or stealing the material assets of the school or of any other member of the educational community.
- Failure to comply with the conditions established in the enrollment under observation, and/or other academic or disciplinary commitments.
- Stealing, appropriating or taking other people's property.
- Committing acts of vandalism and/or destroying resources, assets or infrastructure of the School or institutions where the School is being represented.
- Using, carrying, sharing or disclosing within the School magazines, books, brochures or virtual pages with pornographic material and/or explicit sexual material, not suitable for minors.
- Repeat behavior of *bullying* (bullying) or *cyberbullying* (virtual bullying) against any member of the community and/or when this behavior causes serious damage to that or those. (The definition of bullying is found in Annex # 3 of this Student Handbook).
- Failure to comply with the provisions of the school regarding the use of virtual platforms and/or technological resources that it has, when the conduct seriously affects the School and/or any member of the community, such as: defaming or assaulting a member of the educational



community through email, Messenger, Facebook, Instagram, Twitter, Ask, Snapchat, Flickr, TikTok, or any other social network.

- Violating the provisions related to the processing of personal data, when it seriously affects one or more members of the educational community.
- Committing sexual harassment by word or deed.

Actions or behaviors not contemplated in this article, but which have connotations similar to those defined here, may also be considered very serious offenses.

**Article 73. Special Offenses that affect school climate:** Minor, serious and very serious offenses that affect school climate and/or sexual and reproductive human rights and that resemble Type II and Type III situations described in Law 1620 of 2013 in addition to being subject to the disciplinary procedure described in this Student Handbook, they will also be reviewed by the School Community Committee (Comité Escolar de Convivencia), who must know them, carry out the respective follow-up and report them to the Unified Information System for school climate (SIUCE). Likewise, it will promote promotion, prevention and mitigation actions.

The definitions of Type I situations, Type II Situations and Type III Situations are enshrined in article 95 of this Student Handbook and the protocols for each of the situations are enshrined in articles 97, 98 and 99 of this Student Handbook.

**PARAGRAPH 1.** When the behavior constitutes a Type I Situation, there will be no need to refer the case to the School Community Committee (Comité Escolar de Convivencia), but the protocol provided for Type I Situations, enshrined in article 97 of this Student Handbook, must be followed.

**Article 74. Pedagogical measures for minor offenses:** In the event of an offense classified as minor by the competent body (Teacher, Dean of Students, Coexistence Professional or Section Director), one or more of the following pedagogical measures will be taken, depending on the case:

**Article 74.1 Verbal reprimand:** It is that call that a teacher, counselor, Dean, Section Director, managerial staff, transport monitor, support staff of the School or School Director makes to a student to correct their behavior when an offense has been committed.

**Article 74.2 Written warning:** It is that call that a teacher, counselor, Dean of Students, Section Director, or School Director makes to a student to correct their behavior whenever an offense has been committed, which will also be communicated to the parent or guardian in writing., who will return it signed, on the next business day.

**Article 74.3 Assignment of short-term special activities:** It is that activity defined by the Dean of Students, Section Director, or School Director, to those students who commit minor offenses and will be directly related to the offense committed.

**Article 74.4 Temporary withdrawal from class:** It occurs when the student is separated from the activity or the group for a reasonable amount of class time, which should be used to reflect and/or work on their behavior and how it affects them and the group. At the end of the period, they will return to the activity or the group. This temporary removal from class may be imposed by a teacher, counselor, Dean, Section Director or by the school principal.

**Article 74.5 Monitoring by counseling:** It is a special program directed by the counselor, guidance counselor or person in charge of this function at the School. Its purpose is to define the necessary actions to reconcile the student with the educational community and offer the necessary support to make changes in their behavior and thus guarantee their well-being.

**Article 74.6 Periods of reflection within the school:** It is a period of time in which the student must remain at school after regular hours and its purpose is to provide them with time to reflect on the fault committed, to seek to overcome shortcomings with the guidance of school personnel, or to develop of a reflection document that proposes solutions and conclusions in relation to the faults made. During the reflection period, the student must abide by the following conditions:

- You must be updated with the contents developed in the classroom and comply with all your obligations as a student.
- They may not participate in outreach activities, training sessions, special events, sports tournaments or other activities in which they represent the School.
- Parents must pick up the student, in those cases in which the reflection period takes place at times other than those in which the school provides the transport service.

**Article 74.7 Reparative action:** It is all pedagogical behavior that seeks to amend and compensate for damages caused to the people affected or to the School. This action aims to restore relationships or the school environment of trust and solidarity.

**Article 74.8. Written work or presentation:** The student must prepare a written work or presentation on a matter related to the disciplinary offense committed or on a relevant topic that helps him grow as a person.

**PARAGRAPH 1.** Failure by the student to comply with the agreements reached could lead to the application of one of the pedagogical actions established for serious offenses. The respective record will be left of the application of pedagogical actions for minor offenses.

**Article 75. Pedagogical measures for serious offenses:** In the event of an offense classified as serious by the competent authority, one or more of the following pedagogical measures will be imposed, in accordance with the graduation criteria of the sanction established in article 77 of this Student Handbook:

**Article 75.1 Suspension:** Suspension from school involves missing classes and activities for one (1) day or more. During the suspension, students will not be able to participate in classes, pedagogical activities, extension activities, training sessions, special events, sports tournaments or other activities in which they represent the School. Suspended students will be responsible for meeting all defined academic obligations. Suspensions may be carried out inside or outside the School.

**Article 75.2 Loss or suspension of privileges:** It is the loss of the benefits acquired as incentives, as well as the academic, behavioral and community prerogatives to which they are entitled, in accordance with the decision of the competent body. This loss of privileges may be imposed by a teacher, Dean of Students, counselor, or Section Director.

**Article 75.3 Pedagogical Behavior Contract:** It is a written agreement made with the student where they must agree to improve their behavior through specific goals. There, the agreements made are recorded

and saved in the student's registration folder and must be signed by the Section Director, the student, the parents, the Dean of Students and the Section Counselor.

Failure to comply with a pedagogical commitment will be considered an aggravating circumstance in the study of future disciplinary offenses and may include an Enrollment under Observation.

**Article 75.4 Follow-up by counseling:** This is a special program directed by the counselor, guidance counselor or person in charge of this function at the School. Its purpose is to define the necessary actions to reconcile the student with the educational community and offer the necessary support to make changes in their behavior and thus guarantee their well-being.

**Article 75.5 Enrollment in Observation:** Is a document through which the student's permanence in the School is conditioned, during a limited period of maximum the current school year. In this document some commitments to the student regarding their disciplinary, attitudinal and academic behavior are reflected, commitments that if not fulfilled can lead to the cancellation of the enrollment and definitive withdrawal from the institution.

In the case of non-compliance with the commitments, the Section Director will summon the *Comité Escolar de Convivencia* in order to review the case and determine if it is appropriate to recommend a cancellation of the enrollment and definitive withdrawal from the institution.

Every semester, or more frequently if necessary, the *Comité Escolar de Convivencia* will review the cases of students who are under Observation Enrollment, to determine if they have complied with its terms.

All enrollments under observation will be reviewed at the end of the school year by the *Comité Escolar de Convivencia*, to determine the continuity of the student in the educational institution.

**Article 76. Pedagogical measures for very serious offenses:** Faced with the occurrence of an offense classified as very serious by the competent authority, the Colegio Granadino may impose one or more of the pedagogical measures for serious offenses described in the previous article and/or one of the following pedagogical measures, in accordance with the criteria graduation of the sanction established in article 77 of this Handbook:

**Article 76.1 Observation Enrollment:** Is a document through which the student's permanence in the School is conditioned, during a limited period of maximum the current school year. In this document some commitments to the student regarding their disciplinary, attitudinal and academic behavior are reflected, commitments that if not fulfilled can lead to the cancellation of the enrollment and definitive withdrawal from the institution.

In the case of non-compliance with the commitments, the Section Director will summon the *Comité Escolar de Convivencia* in order to review the case and determine if it is appropriate to recommend a cancellation of the enrollment and definitive withdrawal from the institution.

Every semester, or more frequently if necessary, the *Comité Escolar de Convivencia* will review the cases of students who are under Observation Enrollment, to determine if they have complied with its terms.

All enrollments under observation will be reviewed at the end of the school year by the *Comité Escolar de Convivencia*, to determine the continuity of the student in the educational institution.

**Article 76.2 The non-renewal of enrollment for the following school year:** It is that pedagogical measure consisting of allowing the student to finish the respective school year in progress but with the warning of not being able to renew the enrollment for the following school year at Colegio Granadino.

**PARAGRAPH 1.** For those students who are assigned non-renewal of enrollment for the following school year, for having incurred in a very serious offense during the last period of the school year, they will be granted the benefit of homeschooling, for the academic activities to conclude, and once these are completed, their enrollment will not be renewed. Said students must claim the corresponding activities to be carried out in each one of the academic areas and/or subjects, at the beginning of the day and present them developed, daily, at the end of it.

**PARAGRAPH 2.** The School reserves the right of admission for those students whose enrollment is not renewed due to a very serious offense after two years of imposing the sanction.

**Article 76.3 Cancellation of Enrollment and Definitive Withdrawal from the Institution:** it is the last measure that is taken when all other disciplinary means have been exhausted, or it can be adopted immediately when the violation of policies and regulations is considered very serious, especially when the offense committed threatens the life or physical or moral integrity of the other members of the educational community. Students expelled from Colegio Granadino will not be readmitted.

**PARAGRAPH 1.** In the same way, measures established for minor offenses may be imposed, when the disciplinary instance, after advancing the process for serious offenses, concludes that the pedagogical action must be applied for that case.

**Article 77. Criteria for attenuation or aggravation of the pedagogical measure.** To determine the pedagogical measure to impose on the student, the competent authority must take into account the following aspects:

**Article 77.1 Mitigating factors**

- Age and personal, family and social circumstances.
- The confession of the offence before the formulation of the charges.
- Compensating for the damage or compensate for the damage caused, before the formulation of the charges.
- Having observed previous good behavior.
- Having acted for noble or altruistic motives.
- Having been induced to commit the offense by another person older in age and/or psycho-affective maturity.
- Committing the offense in a state of alteration originating in circumstances or conditions of difficult prevention and extreme severity, which cause physical or mental pain, duly proven.
- The degree of participation in the events.
- The representativeness that the student has before the educational community.

**Article 77.2 Aggravating factors**

- Age and personal, family and social circumstances.

- Magnitude of disturbance of the pedagogical activity that is being developed, measured in terms of the bad example that the behavior could have had in front of the other classmates and/or the teacher.
- Having induced others to commit the offence.
- Lack of consideration for classmates, teachers and other people.
- The repetition of the conduct or behavior.
- The disturbing effect that the behavior produces in the educational community.
- The modalities and circumstances in which the offense is committed, which will be assessed taking into account:
  - Having planned and prepared the event.
  - Having committed the offence taking advantage of the trust placed in them.
  - The degree of participation in the commission of the offense.
- When the offence is carried out with the intervention of several people.
- Committing the offence to hide or execute another.
- Committing the offence taking advantage of conditions of physical or mental inferiority of other people.
- Having lied to commit an offence, justify or cover it up.
- Having a history of pedagogical actions assigned by the commission of serious or very serious offenses within the previous 2 years.

**Article 78. Procedure for the imposition of pedagogical measures for the commission of minor offenses:** The pedagogical measures for minor offenses are imposed immediately by the teacher, Dean of Students or Section Director. The teacher, Dean of Students or Section Director will talk with the student about what happened and once the student has been heard, they will proceed to inform them, in a pedagogical way, that their behavior constitutes a minor offense and that as a consequence one of the pedagogical measures established in this Student Handbook will be put in place. The decision made will be recorded in Jupiter, in such a way that it is visible to the student's parents and school personnel.

Resources: Against the pedagogical measures derived from minor offences, no resources proceed. However, students and parents may submit requests for reconsideration of the measures imposed.

**Article 79. Special procedure for suspension of less than three days:** For a suspension of less than three days, it will not be necessary to carry out the procedure described in article 80 of this Student Handbook, but the following procedure will be carried out: the alleged disciplinary offense, the Dean of Students or their delegate, will investigate the facts and verify the information by the means at their disposal in order to determine if the conduct was carried out. If the pedagogical measure that they consider pertinent to impose is a suspension of less than three days, the Dean of Students must inform the student's parents, by telephone and by email, about the conduct carried out by the student, the offense incurred and the pedagogical measure that will be imposed, consisting of a suspension of less than two days.

**Appeals:** There are no appeals against this measure. However, students and parents may submit requests for reconsideration of the measures imposed.

**Article 80. Procedure for the imposition of pedagogical measures for the commission of serious or very serious offenses:** The Section Director and/or the Dean of Students or his delegate, will carry out the following procedural steps for the imposition of pedagogical measures for the commission of Serious and/or very serious offenses:

1. **Preliminary Inquiry:** Once the alleged disciplinary offense is known, the Principal and/or the Dean of Students or his delegate, if he deems it necessary, within the following three (3) business days, will carry out a prior investigation of the facts and verify the information by the means at its disposal in order to determine whether or not there are merits to open a disciplinary process.

**Paragraph. Precautionary Measure for the Protection of Community Members.** At any stage of the disciplinary process advanced for serious or very serious offenses, the Director of the School may decree as a precautionary measure the temporary and provisional separation of the student investigated regarding their school activities, especially when the well-being of a member of the community is put at risk. educational or institution.

2. **Opening meeting of the Disciplinary Process and Releases:** Once the preliminary investigation stage has been completed, within the following three (3) business days, the Principal and/or the Dean of Students or his delegate, must summon the student and his parents or attendees to a meeting through the which will inform them about the opening of a disciplinary process, which is intended to verify the occurrence of the facts and determine if the conduct constitutes a disciplinary offense. During the meeting you will be informed of the following:

- The facts that led to the opening of the process.
- The alleged disciplinary offense(s) incurred with the conduct, established in the Hand Book
- The possible consequences or pedagogical measures established in the Coexistence Manual.
- The evidence on which the process is based.
- will be informed about the possibility they have of presenting or requesting evidence from the Principal, the Dean of Students or their delegate, within a maximum period of three (3) business days from the day following the respective notification.
- The student and his parents will be allowed to hear in the disclaimer, in which the student, accompanied by one of his parents or guardians, will have the opportunity to give his version of the facts, provide his explanations and justifications, and/or request and contribute evidence in your favor.
- In the event that the parents or guardians do not attend the face-to-face meeting, the decision to open the disciplinary process will be notified by email.

3. **Preliminary agreement** At any stage of the process, the Principal and/or the Dean of Students or Handbook may propose to the parents or guardians the possibility of entering into an agreement between them, the student and the school. This agreement depends on two conditions:

**Condition 1:** That both the student and their parents and the Principal agree with the pedagogical action to be assigned.

**Condition 2:** That the Principal is empowered to reach an agreement. (This is when the sanction that is intended to be imposed is different from (1) cancellation of enrollment and definitive withdrawal from the Institution, (2) non-renewal of enrollment for the following school year or (3) enrollment under observation).

If the two conditions are met and an agreement is reached, the process ends by early decision, otherwise it must go to the next stage.

4. **Decision.** Once the three (3) business day term given to parents to provide or request evidence has expired, and within the following five (5) business days, the Principal will review the entire process and through a written document **will** assign the pedagogical measure that it deems appropriate as long as it is not one of the following three: (1) enrollment under observation, (2) cancellation of enrollment and definitive withdrawal from the Institution or (3) non-renewal of enrollment for the year next school. In any of the three previous cases, the Section Director will deliver to the Director all the documentation of the process with a report of the same.

**4.1 Review by the *Comité Escolar de Convivencia*** Only when it is a type II and/or type III situation and the sanction that could be assigned is any of the following three: (1) enrollment under observation, (2) cancellation registration and final withdrawal from the Institution or (3) the non-renewal of registration for the following school year, the process must be reviewed by the *Comité Escolar de Convivencia* within the following five (5) business days in a face-to-face or virtual meeting .

The meeting will have the purpose of analyzing, according to its functions, the substantive and formal aspects of the disciplinary investigation and recommending to the Director of the School, through a written document, which of the pedagogical measures established in the Handbook he considers should be assigned to the student.

The parents or guardians of the student may request to be heard before the *Comité Escolar de Convivencia* in person to present their position. In the same way, if the *Comité Escolar de Convivencia* deems it necessary, it may interview the investigated student and/or their parents, as well as request the practice of additional tests to those already practiced.

**4.2 School Director's Resolution :** Once the process has been completed and within the following five (5) business days, the School Director will issue the Director's Resolution, which will be communicated in a face-to-face meeting. In the event that the parents or guardians do not attend the face-to-face meeting, the decision will be notified by email.

The Cancellation of Enrollment and Definitive Withdrawal of a student from the Institution is decided and executed by the Rector, who must inform the Board of Directors and the School Coexistence Committee by any means before the Resolution is delivered. The Board of Directors will not incidence about the decision .

5. **Appeals :** Against the decision made by the School, the appeal will proceed, which must be presented by the parents or guardians to the Director of the School, within three (3) business days following the date on which the decision is notified. disciplinary decision. The appeal will be granted in suspensive effect.

The appeal will be resolved by the Director of the School within eight (8) business days following the filing of the appeal. When the sanction assigned is any of the following three: (1) enrollment under observation, (2) cancellation of enrollment and definitive withdrawal from the Institution, or (3) non-renewal of enrollment for the following school year, the appeal The

appeal will be resolved by the Colegio Granadino's Board of Directors, within eight (8) business days following the filing of the appeal.

The described disciplinary procedure may be carried out in person or virtually by the technological means defined by the School.

**First paragraph:** The student subject to the application of a pedagogical action for serious and/or very serious misconduct, may lose the benefits acquired as incentives, as well as the academic, behavioral and community prerogatives to which they are entitled, in accordance with the decision of the competent body; In addition, said fact will be recorded in the student's behavior report for the corresponding academic period, which will also be taken into account for the final report.

**Article 81. Early termination of the disciplinary process:** At any stage of the disciplinary action in which it is fully demonstrated that the attributed fact did not exist, that the conduct is not foreseen as a disciplinary offense, that the student did not commit it, that there is a cause for exclusion of responsibility, or that the action does not could be started or continued, the person in charge of the disciplinary process, by means of a written document, will declare it and order the definitive file of the process, which will be communicated to their parents.

**Article 82. Informant:** The informant is the person who brings the disciplinary offense to the attention of the Dean of Students or any school employee. The informant is not a procedural subject but will have the power to present and expand the complaint and may provide the evidence they want to provide. Once the disciplinary process is finished, the Section Director, the Dean of Students or their delegate, will verbally inform the informant that the school has already carried out the respective disciplinary process and that the respective pedagogical measures have already been assigned to the student. In the event that this has happened, or that the process was archived, in accordance with the provisions of article 80 of this Student Handbook.

**Article 83. Right to defense and due process:** The measures provided for herein will be applied with due process observance of the students involved. By virtue of this right to due process and in accordance with the jurisprudence of the Constitutional Court, the student will be guaranteed the following rights:

1. Formal communication of the opening of the disciplinary process.
2. The formulation of the imputed charges, where the behaviors are stated clearly and precisely, the disciplinary offenses to which these conducts give rise (with the indication of the norms of the Handbook that enshrine the offenses) and the provisional classification of the conducts as offenses disciplinary.
3. The transfer to the parents or guardians of the student, of the evidence that supports the charges.
4. The indication of a term during which the accused can formulate his defenses (in a way to dispute the evidence against him and gather what he considers necessary to support his defenses.
5. The definitive pronouncement of the Section Director or School Director, by means of a reasoned and congruent act.
6. The imposition of a sanction proportional to the facts that motivated it.
7. The possibility that the student can dispute, through the pertinent resources, the decision made.



It is understood that any of the parents or guardians can represent the student before the School, which is why, if they are called to appear before any disciplinary instance at the School, the presence of one of the parents will suffice. and/or guardians to understand that all the legal and institutional actions that make up school life have been provided and notified.

**Article 84. Determination of Competence:** Whoever is aware of a fact that may constitute an infraction of the Student Handbook must examine, in accordance with the parameters indicated in this Student Handbook, if they have the competence to apply the corresponding measure and if it lies in their head. exclusively or involves another person.

If they are competent, they will apply the corresponding procedure; if the competence is shared, they must inform the others involved before proceeding; in case of not being competent, they must give notice to whoever is. Whenever the offense is considered serious or very serious, it must be reported immediately to the Section Director.

**Article 85. Chain of authority/regular conduct:** The purpose of the chain of authority or regular conduct is for all members of the educational community to express their concerns, suggestions, difficulties and/or problems. This participation allows guidance, dialogue and the search for alternative solutions to the issues raised.

For the above purposes, the regular conduct established in the Colegio Granadino is as follows:

1. Subject teacher / Group director
2. Counseling Office
3. Dean of Students
4. Section Director
5. School Director
6. Directive Council
7. Board of Directors

**Paragraph:** This chain of authority or regular conduct does not constitute, in its order, the instances determined for disciplinary procedures, which will be subject to special procedures and powers for each measure or pedagogical action.

## **EIGHTH CHAPTER:**

### **GENERAL GUIDELINES ON HANDLING SITUATIONS THAT AFFECT SCHOOL CLIMATE, HUMAN, SEXUAL AND REPRODUCTIVE RIGHTS**

**Article 86. Incorporation in the Student Handbook of the definitions, principles and responsibilities:** This Student Handbook will include the definitions, principles and responsibilities established for all members of the educational community by Law 1620 of 2013 and its regulatory decree 1965 of 2013, which will serve as the basis for the promotion, prevention, care and monitoring components of the Comprehensive Care Route for school climate to be developed within the same Handbook.

In Annex # 3 of this Student Handbook, you can find the definitions of the following concepts: carnal access, remedial action, bullying, harassment due to homophobia or based on sexist attitudes, school aggression, sexual harassment, sexual activity, penetrative sexual activity, sexual act or sexual

relationship, violent sexual act, in a person with the inability to resist or with minors under 14 years of age, electronic aggression, sporadic aggression, physical aggression, gestural aggression, relational aggression, verbal aggression, school cyberbullying, classroom climate, institutional climate, sexual coercion, citizenship skills, systematic behavior, conflict, improperly managed conflicts, consent to sexual activities, peaceful coexistence, co-responsibility, damage to school belongings, human dignity, human rights (HR), rights human, sexual and reproductive rights (HRSR), education for the exercise of HR and HRSR, rights approach, gender approach, differential approach, enforceability of rights, child sexual exploitation, guarantee of rights, gender, best interests of girls, boys and adolescents, restorative justice, mediation, sexual orientation, prevalence of rights, principle of proportionality, principles of comprehensive protection, pedagogical processes, protocol, reconciliation, asymmetric relationship, asymmetric relationship for knowledge, asymmetric relationship for gratification, asymmetric relationship of power, restoration of the rights of girls, children and adolescents, re-victimization, comprehensive care route for school climate, sex, *sexting*, sexuality, type I situations, type II situations, type III situations, active subject in rights, sexual violence, violation of children's rights, girls and adolescents.

**Article 87. Responsibilities of educational establishments in the National school climate System:** In addition to those established by current regulations and which are its own, the School will have the following responsibilities:

1. Guarantee to its students, educators, teaching directors and other School personnel, respect for dignity and physical and moral integrity within the framework of school climate, human, sexual and reproductive rights.
2. Implement the School Community Committee (Comité Escolar de Convivencia) and guarantee the fulfillment of its functions in accordance with the provisions of articles 11, 12 and 13 of Law 1620 of 2013.
3. Develop the components of prevention, promotion and protection through the Student Handbook, and the application of the Comprehensive Attention Route for school climate, in order to protect students against all forms of harassment, school violence and violation of the human, sexual and reproductive rights, by other classmates, teachers or educational directors.
4. Review and adjust the institutional educational project, the Student Handbook, and the institutional student evaluation system annually, in a participatory process that involves the students and the educational community in general, considering the approaches of rights, competencies and differential, in accordance with the General Education Law, Law 1098 of 2006 and the regulations that develop them.
5. Annually review the conditions of school climate of the educational establishment and identify risk factors and protective factors that affect school climate, protection of human, sexual and reproductive rights, in the processes of institutional self-assessment or quality certification, based on the implementation of the Comprehensive Care Route and in the decisions adopted by the School Community Committee (Comité Escolar de Convivencia).
6. Undertake actions that involve the entire educational community in a process of pedagogical reflection on the factors associated with violence and bullying and the violation of sexual and reproductive rights and their impact, incorporating relevant knowledge about caring for one's own body and relationships with others, instilling tolerance and mutual respect.
7. Develop strategies and instruments aimed at promoting school climate based on evaluations and monitoring of the most frequent forms of bullying and school violence.

8. Adopt strategies to stimulate attitudes among the members of the educational community that promote and strengthen school climate, mediation and reconciliation, and the dissemination of these successful experiences.
9. Generate pedagogical strategies to articulate training processes between the different areas of study.

**Article 88. Responsibilities of the School Director of the educational establishment in the National System of school climate:** In addition to those established by current regulations and that are their own, the School Director will have the following responsibilities:

1. Lead the School Community Committee (Comité Escolar de Convivencia) in accordance with the provisions of articles 11, 12 and 13 of Law 1620 of 2013.
2. Incorporate in the institutional planning processes the development of the prevention and promotion components, and the protocols or procedures established for the implementation of the comprehensive care route for school climate.
3. Lead the review and adjustment of the institutional educational project, the Student Handbook, and the institutional evaluation system annually, in a participatory process that involves students and the educational community in general, within the framework of the Institutional Improvement Plan.
4. Report those cases of harassment and school violence and violation of sexual and reproductive rights of children and adolescents of the educational establishment, in his capacity as president of the School Community Committee (Comité Escolar de Convivencia), in accordance with current regulations and the protocols defined in the Route of Comprehensive care and follow up on such cases.

**Article 89. Responsibilities of teachers in the National School Climate System:** In addition to those established by current regulations and which are their own, teachers will have the following responsibilities:

1. Identify, report and monitor cases of bullying, school violence and violation of sexual and reproductive rights that affect students of the educational establishment, in accordance with articles 11 and 12 of Law 1146 of 2007 and other regulations in force, with the Student Handbook and with the protocols defined in the Comprehensive Care Route for school climate. If the situation of intimidation of the coexistence committee to activate the respective protocol.
2. Transform pedagogical practices to contribute to the construction of democratic and tolerant learning environments that promote participation, the collective construction of strategies for conflict resolution, respect for human dignity, life, physical and moral integrity of the students.
3. Participate in the processes of updating and teacher training and evaluation of the school climate of the educational establishment.
4. Contribute to the construction and application of the Student Handbook.

**Article 90. Pedagogical Projects:** The projects referred to in numeral 1 of article 15 of Law 1620 of 2013, must be developed at all levels of the educational establishment, formulated and managed by teachers from all areas and grades, built collectively with other actors of the community education that, without a specific subject, respond to a situation in the context and that are part of the institutional educational project or the community educational project.

Pedagogical projects of education for sexuality, whose objectives are to develop skills in students to make informed, autonomous, responsible, pleasant, health and well-being-oriented decisions; and learn to handle situations "No" to proposals that affect their physical or moral integrity, must be developed gradually according to age, from each of the mandatory areas indicated in Law 115 of 1994, related to the body and human development, human reproduction, sexual and reproductive health and contraception methods, as well as reflections on attitudes, interests and skills in relation to emotions, the cultural construction of sexuality, cultural gender behaviors, sexual diversity, sexuality and healthy lifestyles, as fundamental elements for the construction of the student's life project.

Education for the exercise of human rights at school implies the experience and practice of human rights in everyday school life, whose objective is the transformation of learning environments, where conflicts are assumed as a pedagogical opportunity that allows their solution through dialogue, agreement and recognition of difference so that children and adolescents develop skills to perform as active subjects of rights in the school, family and community context. For this, the pedagogical project will emphasize human dignity, human rights and the acceptance and appreciation of diversity and differences.

In the curriculum, the educational establishment must make explicit the time and conditions allocated to the projects, in accordance with the provisions of articles 76 to 79 of Law 115 of 1994 in relation to the curriculum and study plans.

**Paragraph.** In all cases, the constitutional guarantees regarding the fundamental rights established in Title II, Chapter I of the National Constitution must be respected.

**Article 91. Participation of the family:** The family, as part of the educational community, within the framework of the National System of school climate, in addition to the obligations enshrined in article 67 of the Political Constitution, in Law 115 of 1994, the Law 1098 of 2006, Law 1453 of 2011 and other regulations in force, must:

1. Provide their children with spaces and environments in the home that generate trust, tenderness, care and protection of themselves and their physical, social and environmental surroundings.
2. Participate in the formulation, planning and development of strategies that promote school climate, human, sexual and reproductive rights, participation and democracy, and the promotion of healthy lifestyles.
3. Permanently and actively accompany their children in the pedagogical process carried out by the educational establishment for coexistence and sexuality.
4. Participate in the revision and adjustment of the Student Handbook through the instances of participation defined in the institutional educational project of the educational establishment.
5. Assume responsibilities in activities to take advantage of their children's free time for the development of citizenship skills.
6. Comply with the conditions and obligations established in the Student Handbook and respond when your child fails to comply with any of the rules defined therein.
7. Know and follow the Comprehensive Care Route when there is a case of school violence, the violation of sexual and reproductive rights or a situation that warrants it, in accordance with the instructions given in the Student Handbook of the respective educational establishment.
8. Use the existing legal mechanisms and those established in the Comprehensive Attention Route referred to in this law, to restore the rights of their children when they are attacked.

**Article 92. Actions of the Promotion Component:** Promotional actions are considered institutional policies that focus on promoting coexistence and improving the school climate, in order to generate an environment for the real and effective exercise of human, sexual and reproductive rights in the established terms. in Law 1620 of 2013. By virtue of the promotion component, the School Community Committee (Comité Escolar de Convivencia) must carry out the following actions:

1. Lead the adjustment of the Student Handbooks, in accordance with the provisions of article 21 of Law 1620 of 2013 and Title III of this decree.
2. Propose institutional policies that favor individual and collective well-being, which can be developed within the framework of the Institutional Educational Project (PEI), in accordance with the provisions of article 73 of Law 115 of 1994.
3. Lead the development of educational community training initiatives on topics such as human, sexual and reproductive rights, sexuality, citizenship skills, child and adolescent development, coexistence, and mediation and conciliation, to strengthen the National School Climate System.
4. Strengthen the implementation and evaluation of pedagogical projects of education for sexuality and construction of citizenship from preschool, which correspond to the sociocultural particularities of the context in which the educational establishment is located. These projects must guarantee the right of children and adolescents to receive information based on scientific evidence so that they progressively develop the skills that facilitate autonomous decision-making regarding the exercise of sexuality and the carrying out of projects of life
5. Articulate the design, implementation, monitoring and evaluation of projects for the development of citizenship skills aimed at strengthening a positive school and classroom climate that address at least issues related to the clarification of regulations, the definition of strategies for decision making, the agreement and negotiation of interests and objectives, the exercise of communication, emotional and cognitive skills in favor of school climate, among others.
6. Generate mechanisms and tools so that the development of citizen skills and training for the exercise of human, sexual and reproductive rights is carried out in a transversal manner in all the mandatory and fundamental areas of knowledge and training established in the educational project institutional.

**Paragraph.** Educational establishments must implement pedagogical projects in accordance with the parameters set forth in article 20 of Law 1620 of 2013, within the framework of the provisions of articles 14, 77, 78 and 79 of Law 115 of 1994.

**Article 93. Actions of the prevention component:** Prevention actions are those that seek to intervene in a timely manner in behaviors that could affect the effective realization of human, sexual and reproductive rights in order to prevent them from becoming patterns of interaction that alter the coexistence of the members of the educational community. They are part of the prevention actions:

1. The identification of the risks of occurrence of the most common situations that affect school climate and the exercise of human, sexual and reproductive rights, based on the particularities of the school climate and the analysis of family, social, political, economic characteristics and external cultural, which affect the interpersonal relationships of the educational community, in accordance with the provisions of number 5 of article 17 of Law 1620 of 2013.
2. The strengthening of actions that contribute to the mitigation of situations that affect school climate and the exercise of human, sexual and reproductive rights; identified from the particularities mentioned in numeral 1 of this article.

3. The design of protocols for timely and comprehensive care of the most common situations that affect school climate and the exercise of human, sexual and reproductive rights.

**Paragraph.** To reduce the risks of occurrence of situations that affect school climate, the committees that make up the National System of School Climate, within the scope of their powers and based on the information generated by the Unified System of school climate and other sources of information, they will harmonize and articulate policies, strategies and methods; and will guarantee its implementation, operation and development within the framework of the Constitution and the law. The foregoing entails the review of policies; the updating and permanent adjustment of the Student Handbooks, of the institutional educational programs and of the protocols of the Comprehensive Attention Route, by the entities that make up the National System of School Climate.

**Article 94. Actions of the attention component:** Attention actions are considered those that allow members of the educational community to be assisted in situations that affect school climate and the exercise of human, sexual and reproductive rights, through the implementation and application of internal protocols of educational establishments. and the activation, when necessary, of the care protocols that have been implemented for this purpose by the other actors that make up the National System of School Climate in the area of their competence.

**Article 95. Classification of situations:** Situations that affect school climate and the exercise of human, sexual and reproductive rights are classified into three types:

- **Type I Situations.** Inappropriately managed conflicts and those sporadic situations that have a negative impact on the school climate, and that in no case cause harm to the body or health, correspond to this type.
- **Type II situations.** Situations of school aggression, bullying and cyberbullying, which do not have the characteristics of committing a crime and which meet any of the following characteristics, correspond to this type:
  - a) That they occur repeatedly or systematically.
  - b) That cause damage to the body or health without generating any disability for any of those involved.
- **Type III situations.** This type corresponds to situations of school aggression that constitute alleged crimes against freedom, integrity and sexual formation, referred to in Title IV of Book II of Law 599 of 2000, or when they constitute any other crime established in current Colombian criminal law.

**Article 96. Protocols:** The protocols of the School will be aimed at establishing the necessary procedures to promptly assist the community in situations that affect school climate and the exercise of human, sexual and reproductive rights.

1. The form of initiation, reception and filing of complaints or information about situations that affect school climate and the exercise of human, sexual and reproductive rights: Any member of the Community may inform the School about a situation that affects school coexistence and the exercise of human, sexual and reproductive rights. This can be done in person or by email to the Teacher, Section Director or School Director.
2. The mechanisms to guarantee the right to intimacy and confidentiality of documents in physical or electronic media, as well as the information provided by the people involved in the proceedings and all the information generated within them, in the terms established in the

Political Constitution, international treaties, in Law 1098 of 2006, in Statutory Law number 1581 of 2012, in Decree number 1377 of 2013 and other regulations applicable to the matter: The information provided to the School will be confidential and will be presented to the School Community Committee (Comité Escolar de Convivencia) without the identification of the people involved.

3. The mechanisms through which those who report the occurrence of situations that affect school climate and the exercise of human, sexual and reproductive rights are protected from possible actions against them: The name of the person who reports the situation, will be confidential and if you consider that you require any protection measure, you can request it in person or by email to the Professor, Section Director or School Director of the School, so that the School takes protective measures in this regard.
4. The strategies and solution alternatives, including among them the pedagogical mechanisms to take these situations as opportunities for learning and the practice of civic competences of the educational community: The School Community Committee (Comité Escolar de Convivencia) will look for strategies and solution alternatives, including among them the mechanisms pedagogical to take these situations as opportunities for learning and practicing citizenship skills of the educational community.
5. The consequences will always obey the principle of proportionality between the situation and the measures adopted, and will be in accordance with the Constitution, international treaties, the law and Student Handbooks.
6. The Section Directors will monitor the cases and the measures adopted, in order to verify if the solution was effective.
7. Colegio Granadino has a directory with the following telephone numbers: National Police, the person in charge of security of the Secretary of Municipal, District or Departmental Government, Attorney General's Office, Childhood and Adolescence Unit, Childhood and Adolescence Police, Ombudsman of Family, Family Police Station, Police Inspector, ICBF - Colombian Institute of Family Welfare, the nearest health post or Hospital, Firefighters, Red Cross, Civil Defense, Legal Medicine, of the entities that make up the National school climate System , of the parents or guardians of the children and adolescents enrolled in the educational establishment.

**Paragraph.** The application of the protocols will take place in situations that arise from students towards other members of the educational community, or from other members of the educational community towards students.

**Article 97. Protocol for Type I Situations:** The protocol to deal with Type I Situations is as follows:

1. Immediately gather the parties involved in the conflict and mediate in an educational way so that they present their points of view and seek reparation for the damage caused, the reestablishment of rights and reconciliation within a climate of constructive relations in the educational establishment.
2. Set the form of solution in an impartial, equitable and fair manner, aimed at seeking reparation for the damage caused, the reestablishment of rights and reconciliation within a climate of constructive relations in the group involved or in the educational establishment. This action will be recorded.
3. Monitor the case and the commitments in order to verify if the solution was effective or if it is necessary to go to the protocols enshrined in articles 43 and 44 of decree 1965 of 2013.

**Paragraph.** Students who have been trained as school mediators or conciliators may participate in handling these cases under the terms set forth in the Student Handbook.

**Article 98. Protocols for Type II Situations:** The protocol to deal with type II situations is as follows:

1. In cases of damage to the body or health, guarantee immediate attention in physical and mental health of those involved, by means of referral to the competent entities, action of which will be recorded.
2. When measures are required to reestablish rights, refer the situation to the administrative authorities, within the framework of Law 1098 of 2006, an action which will be recorded.
3. Adopt measures to protect those involved in the situation from possible actions against them, an action that will be recorded.
4. Immediately inform the parents or guardians of all the students involved, an action that will be recorded.
5. Generate spaces in which the parties involved, and the parents or guardians of the students can expose and clarify what happened, preserving, in any case, the right to privacy, confidentiality and other rights.
6. Determine the restorative actions that seek to repair the damage caused, the restoration of rights and reconciliation within a climate of constructive relationships in the educational establishment; as well as the consequences applicable to those who have promoted, contributed or participated in the reported situation.
7. The President of the School Community Committee (Comité Escolar de Convivencia) will inform the other members of this committee about the situation that has occurred, and the measures adopted. The committee will carry out the analysis and follow-up, in order to verify if the solution was effective or if it is necessary to go to the protocol enshrined in article 44 of decree 1965 of 2013.
8. The School Community Committee (Comité Escolar de Convivencia) will record in the minutes everything that has happened, and the decisions adopted, which will be signed by all the members and participants.
9. The President of the School Community Committee (Comité Escolar de Convivencia) will report the information on the case to the application that has been implemented for this purpose in the Unified Information System for school climate.

**Article 99. Protocol for Type III Situations:** The protocol for type III situations is as follows:

1. In cases of damage to the body or health, guarantee immediate attention in physical and mental health of those involved, by means of referral to the competent entities, action of which will be recorded.
2. Immediately inform the fathers, mothers or guardians of all the students involved, an action which will be recorded.
3. The President of the School Community Committee (Comité Escolar de Convivencia) will immediately and by the most expeditious means inform the National Police of the situation, an action which will be recorded.
4. Notwithstanding the provisions of the previous paragraph, the members of the School Community Committee (Comité Escolar de Convivencia) will be summoned in the terms established in the Student Handbook. The citation will be recorded.
5. The President of the School Community Committee (Comité Escolar de Convivencia) will inform the participants in the committee of the facts that gave rise to the call, keeping reserved any information that may violate the right to privacy and confidentiality of the parties involved, as well as the report made before the competent authority.



6. When the situation has been reported to the competent authorities, the School Community Committee (Comité Escolar de Convivencia) will immediately adopt their own measures to protect, within the scope of its powers, the victim who was affected by the aggression and the people who have reported or are part of the situation presented, and said action will be recorded.
7. The President of the School Community Committee (Comité Escolar de Convivencia) will report the information on the case to the application that has been implemented for this purpose in the Unified Information System for school climate.
8. The cases submitted to this protocol will be subject to follow-up by the School Community Committee (Comité Escolar de Convivencia), the authority that assumes the knowledge and the Municipal, District or Departmental School Community Committee (Comité Escolar de Convivencia) that exercises jurisdiction over the educational establishment in which the event occurred.

**Article 100. School Climate and Student Handbook :** Within the framework of the National System of School Climate and Training for Human Rights, Education for Sexuality and the Prevention and Mitigation of School Violence, and in addition to what is established in article 87 of Law 115 of 1994, the Student Handbooks should identify new ways and alternatives to encourage and strengthen school climate and the exercise of human, sexual and reproductive rights of students, which allow learning from mistakes, respect diversity and resolve conflicts peacefully, as well as possible conflicts. situations and behaviors that threaten the exercise of their rights.

The Handbook will grant the educator the role of counselor and mediator in situations that threaten school climate and the exercise of human, sexual and reproductive rights, as well as functions in the early detection of these same situations, to the students, the handbook will will grant an active role to participate in the definition of actions to manage these situations, within the framework of the comprehensive care route.

In accordance with article 87 of Law 115 of 1994, the Student Handbook defines the rights and obligations of the students of each of the members of the educational community, through which the characteristics and conditions of interaction and coexistence are governed. between them and indicates the due process that the educational establishment must follow in the event of non-compliance with it. It is a tool built, evaluated and adjusted by the educational community, with the active participation of students and parents, mandatory in public and private educational establishments and is an essential component of the institutional educational project.

The Handbook that this article deals with must incorporate, in addition to the above, the definitions, principles and responsibilities established by Law 1620 of 2013, on which the promotion, prevention and care factors of the Comprehensive Care Route will be developed for school climate.

**General Guidelines for Updating the Student Handbook:** The educational establishment must ensure that, in the Student Handbook, and regarding the management of conflicts and behaviors that affect school climate and human, sexual and reproductive rights, and for the participation of the family referred to in article 22 of Law 1620 of 2013, the following aspects are included as a minimum:

1. The most common situations that affect school climate and the exercise of human, sexual and reproductive rights, which must be identified and valued within the context of the educational establishment.

2. The guidelines and agreements that must be followed by all members of the educational community to guarantee school climate and the exercise of human, sexual and reproductive rights.
3. The classification of the situations enshrined in article 40 of decree 1965 of 2013.
4. The comprehensive care protocols for school climate dealt with in articles 42, 43 and 44 of decree 1965 of 2013.
5. The pedagogical measures and the actions that contribute to the promotion of school climate, to the prevention of situations that affect it and to reconciliation, the repair of the damage caused and the reestablishment of a climate of constructive relations in the educational establishment when these situations occur.
6. The pedagogical strategies that allow and guarantee the dissemination and socialization of the contents of the Student Handbook to the educational community, emphasizing actions aimed at parents or guardians.

**Paragraph 1.** In accordance with the provisions of Law 115 of 1994, in article 21 of Law 1620 of 2013 and in Decree number 1860 of 1994, the School within the framework of the Institutional Educational Project must review and adjust the Student Handbook and give full application to the principles of participation, co-responsibility, autonomy, diversity and comprehensiveness established by Law 1620 of 2013.

**Paragraph 2.** The Student Handbook must be constructed, evaluated and adjusted by the educational community made up of students, parents, teachers and teaching directors, under the coordination of the School Community Committee (Comité Escolar de Convivencia).

## **CHAPTER NINE**

### **CONFLICTS OF INTERES**

**Article 101. Conflicts of Interests:** When, in the actions carried out by a committee or school governing body, a conflict of interest arises on the part of any of its members, they must declare themselves unable to express an opinion and vote in relation to the matter. If the member allegedly affected by the conflict of interest does not declare himself disabled, any person may ask the president of the school governing body in question to submit a vote to the other members of that body, excluding the vote of the person allegedly disabled, to decide whether or not there is a conflict of interest. In any case, the member who has been declared disabled or who has been declared disabled, will be replaced by a peer belonging to the educational community, in everything related to the matter that gave rise to the disability.

There is a conflict of interest whenever the relationship of the affected member with the matter prevents him from expressing an objective opinion and voting. Among others, there is a conflict of interest in the following cases:

1. Being a relative within the fifth degree of consanguinity or civil, or third degree of affinity, of any of the parties.
2. That there is an intimate friendship, sentimental relationship or serious enmity with any of the parties.
3. Have a personal interest in the decision to be made.
4. Being a counterparty, creditor, debtor, partner, attorney-in-fact or defender of any of the parties.

5. Having given advice or expressed their opinion on the subject matter of the process.
6. Be the spouse or permanent partner of one of the parties.

**Article 102. Reserved**

**CHAPTER TEN**  
**SCHOOL ENVIRONMENT**

**Article 103. School environment:** Every member of the School's educational community must be aware of the vital importance and transcendence of preserving the school environment, and therefore undertakes to observe the following minimum behavior guidelines:

- Understand that the environment is a common heritage and that, consequently, we all must participate in its care and management.
- Achieve the preservation and restoration of the environment in general and the school environment in particular, as well as the conservation, improvement and rational use of natural resources.
- Prevent and control the harmful effects of the exploitation of non-renewable natural resources.
- Give proper use and management of personal and community property.
- Respect and value the goods and equipment available to the School for the implementation of the educational process.

**Article 104. Use and conservation of facilities and goods for collective use:** The members of the Granadino community may use the physical facilities of the School and its resources as long as they do not contravene policies or interfere with the school program or impose work overloads on the School. School staff. The School Director will issue the corresponding authorization for each particular case, establishing the necessary rules and limits.

**Article 105. Cafeteria:** Students, whether or not they have a lunch contract, have lunch in the cafeteria at the established time. They must stand in line to enter and maintain order and cleanliness at the tables, and they must conveniently use the garbage cans.

**Article 106. Parking:** No student is admitted in this area except at arrival and departure times. All students must stay away from the fences and gates that limit the School.

**Article 107. Teachers' rooms:** Students are not authorized to enter the teachers' rooms. If students need to talk to teachers before or after class or at break, they wait for teachers at the door.

**Article 108. Teachers' dining room:** Students are not authorized to enter the teachers' dining room. For security reasons, the School restricts access to the Campus, especially after school hours, weekends and vacation periods. Those who have the need to do so, must request the respective authorization to the corresponding administrative.

**Article 109. Bathrooms:** Students can only use the bathrooms located in their respective section. Students may use the restrooms before and after school, between classes, or during break and lunch. Students are not allowed to go to the bathroom during class, without permission, unless it is an

emergency. Bathrooms are not social areas. Students are not to remain in them during recess or when ill. Students must keep restrooms clean, in good repair, and use them appropriately.

**Article 110. Use of telephones:** The telephones in the offices, teachers' rooms and cafeteria are exclusively for the use of the offices. Only the Section Director can authorize the use of the telephone by a student in a situation qualified by said office as an emergency. Neither are phone messages delivered to students or put on the phone.

**Article 110.1 Policy for the use of mobile devices:** Preschool, elementary and middle school students are not allowed to use cell phones or any mobile device such as a smart watch at school. Parents are encouraged to contact their children through the section assistant only in cases of emergency.

**Appropriate use of mobile devices:** The use of mobile devices is a privilege for High School students and is only allowed during breaks. Failure to comply with this rule will result in the device being confiscated.

- In secondary, specifically in HS, there is a container in each classroom for students, on a mandatory basis; they must place their devices there at the beginning of class in airplane mode or turned off. They themselves must collect it from said container at the end of each class; The school is not responsible for loss, theft or damage caused within the institution.
- Tablets cannot be used as mobile devices; they are for academic use only.
- Students and parents are responsible for the proper use of devices, taking into account the provisions of the Student Handbook

**In case of misuse, these steps should be followed:**

The policy with the due process to be followed against the inappropriate use of the cell phone is established for secondary school. The process to follow is as follows:

- First time: cell phone is held in the Dean Office during the school day for two days. Verbal warning is given.
- Second time: The cell phone is held in the Dean Office during the school day, until the Friday after it is seized. Disciplinary report is made.
- Third time: the cell phone is kept in the Dean Office during the school day, until the Friday after being confiscated, and is delivered to the family, in a meeting scheduled for that Friday. Disciplinary report is made.
- Fourth time: the phone will be retained in the Dean Office during class hours during the respective academic semester. Meeting with parents and disciplinary report. Not fulfilling this commitment is considered a serious offense and will be treated in accordance with the provisions of the Student Handbook, with a disciplinary report, leading to the definitive loss of the privilege within the school.

**Article 111. Visitors and Guests:** Students are not allowed to receive visitors or bring guests to the School without the prior authorization of the General Directorate or the Section Director.

Students are not allowed to receive visitors at the School. When parents or guardians need to speak with their child at the School, they go to the Section Office, where the conference is organized. Parents or guardians are not allowed to remove students from classrooms. Persons other than parents or guardians may not hold personal or telephone conferences with students during school hours.

For security reasons and in accordance with the institution's general privacy policy available on its website [www.granadino.edu.co](http://www.granadino.edu.co) when entering and circulating through the School's facilities, the institution collects and processes the personal data of its visitors, including sensitive data through audio, video or photography.

**Article 112. Motor Vehicles:** Students are not authorized to drive automobiles, motorcycles, or any other motorized vehicle to the School or to any School-sponsored activity.

When students travel to the School in private vehicles, they cannot drive themselves inside the School, even if they are accompanied by their parents.

Only 12th grade students who have written authorization from the Section Director may drive vehicles at their own risk and that of their family.

In this case, the Car Use Privilege policy for Twelfth Grade Students, regulated by the Section Director, governs.

Grade 11 students with a Driver's License may request permission to arrive at the School in their own cars, in special events in which the School does not provide transportation.

**Article 113. Use and conservation of goods for personal use:** Students will follow the guidelines established in this handbook for the use of personal property.

**Article 114. Books:** The School lends some textbooks (see Bibliobank). These books are delivered by the Group Director on the first day of classes. Students should write their names and school year in the space provided in the book. At the end of the school year, all texts must be returned to the Group Director. Students who lose or damage a book must pay its replacement value.

**Article 115. Lockers and backpacks:** Lockers are assigned to students so that they can store books, clothes, and other belongings necessary for the School. Lockers are numbered and each student is responsible for returning the locker clean and in good condition at the end of the year. Each student is responsible for their locker and must pay the replacement value and/or repair for damage caused to it.

Students must keep their lockers locked. Padlocks must always be locked. Students may not change a locker or use a different locker than the one assigned to them. Lockers and locker areas must always be kept clean, neat, and free of books or school supplies on them or on the floor.

The School Director and/or the Section Director reserve the right to examine the contents of any locker or backpack with or without the knowledge or presence of the student. Likewise, the student may be required to allow inspection of the contents of boxes, packages, pockets, etc. These actions are carried out when the School Director and the Section Director consider that the circumstances warrant it.

The School does not assume any responsibility for money or articles that are kept in lockers or backpacks.

Students are not to leave their books or belongings on top of lockers. Students must carry their backpacks from class to class. Backpacks are not allowed to be placed on top of lockers or on the floor in locker areas.

**Article 116. Lost and Found Objects:** Students who find lost objects must immediately take them to the Section Director. Those who lose something must immediately inform the Section Director. The found objects are sent to the PA office and if they are not claimed by their owners within a month they are donated to a charitable institution. It is very important that students keep their belongings in order, marked with their first and last names and locked in the locker, or carry them with them. The School is not responsible for student money or valuables.

**Article 117. Rules of personal hygiene, prevention and public health:** All members of the School must observe the rules of personal hygiene, prevention and public health that are indicated below:

- Permanently observe basic rules of personal cleanliness and individual health.
- Abide by guidelines for the prevention of alcoholism, drug addiction and smoking.
- Throw waste and rubbish only in the places designated and suitable for it.
- Avoid contact with other people when suffering from infectious diseases.
- Refrain from contaminating or damaging water currents, crops, food and, in general, common use goods.
- Apply the vaccines and medications required to prevent diseases or restore health.

The School will carry out campaigns aimed at disease prevention and health promotion through the health office.

**Article 118. Emergencies and disasters:** The School will maintain a Disaster Prevention Plan and Emergency Procedures duly updated, published and disseminated in both Spanish and English and which will be available in each room, in the library and on the institutional website.

The elaboration of this Plan will consult the specialized agencies for this type of work.

This plan must be communicated and disseminated periodically in coordination with the agencies established for this purpose (Emergency Brigade).

## **ELEVENTH CHAPTER** **STUDENT WELFARE AND COMPLEMENTARY SERVICES**

**Article 119. Student Services:** Student services are part of the comprehensive educational program and are characterized by their inter and multidisciplinary nature and by being focused on the student as a person with individual needs.

These services will be oriented to the detection and prevention of situations that affect the well-being of the student, for which appropriate psychopedagogical strategies will be designed. The School will not offer psychotherapeutic clinical intervention. Those students who need it will be referred to professionals outside the School.

**Article 120. Counseling Services:** The counseling service is an integral part of the school program, and through it the development of students in their emotional, social and academic aspects is assisted. Counseling services include:

- Counseling and evaluation in academic, emotional, social and disciplinary aspects.
- Consultations with parents, teachers and students.
- Advice for student exchange programs or study abroad.
- Psychopedagogical advice to teachers and parents (through programs such as PECES, etc.)
- Entrance tests for new students.
- Vocational and professional orientation.
- Students receive information and preparation to take knowledge and aptitude tests and exams (e.g., SAT, ICFES, etc.)

**Article 121. Special Educational Needs:** This service is aimed at implementing teaching-learning strategies for those preschool, primary and middle school students who have specific needs such as learning disabilities, talents or special abilities, and emotional or behavioral difficulties.

**Article 122. Chaplaincy:** This service is directed by a priest appointed by the Archdiocese for this purpose. Among its functions is the Catholic spiritual and religious orientation of the educational community in general.

**Article 123. Joanne Smith Barrett Library Media and Information Center:** The Joanne Smith Barrett Library offers a variety of services, resources and support media for the development of the curriculum, consultation, research or entertainment to the entire educational community in accordance with the standards from service. The library materials and collections will be timely and permanently renewed and will be easily accessible to students, teachers and the community in general. The acquisition of materials and collections must be done with a criterion of support to the educational program.

#### **General rules of use of the information and media center**

- Speak quietly so as not to interrupt the work of other users.
- Enter and exit quietly and calmly, do not run.
- Food or drinks are not allowed in the center. Thermoses with coffee or water must be kept away from the equipment parts to avoid accidents (keyboard, mouse, etc.)
- Leave tables clean and chairs tidy before leaving.
- Make good use of the books and other resources of the Information and Media Center.
- Maintain respect for students, teachers and other School staff.
- The loan of books is made for the time that is determined according to the user and the requested material, based on the policies of the use of the loan service.
- It is not allowed to withdraw books and other resources from the Information Center, without having made the proper registration and authorization with the librarian at the book loan desk.
- Failure to return the resources on time leads to a sanction from the service or later collection of a fine in money, for the value that is determined by the administration.
- Books should not be returned to the shelf, nor left on the loan table, should be used the book return shelf or handed to the librarians.
- Damaged or lost books must be reported to the Information and Media Center for replacement or payment (See policies of the Information and Media Center-Circulation and Loan Manual).
- Students must present the "Library Pass" filled out by the teacher for the use of the library, during class periods. Students sent for punishment are not accepted.
- Computers should be used for academic purposes, primarily. The use of Internet games, Chat or other similar activities is not allowed. (See rules of use of the network and standards of conduct).

- For the management of the library and the use of all services offered in our Information and Media Center, a document has been designed with the respective policies and procedures for use, which is available to all users in our Information and Media Center.

**Article 124. Library:** The library is the system of use of school texts prescribed in the study plan; they are acquired by the School in accordance with the provisions of the Institutional Educational Project. Its purpose is to offer the student pedagogical support and information on the subjects and pedagogical projects contemplated in the curriculum and fulfill a function of complement and guide of the pedagogical work and of the experimentation and observation practices carried out by the students.

Colegio Granadino will make available to students a sufficient number of texts for the stated purposes, either in the classroom or in the place determined by those in charge.

Students are responsible for textbooks and library materials and books checked out and must pay their replacement value in the event of loss or damage.

Clear policies and procedures are in place for screening books and reading materials.

**Article 125. Appropriate use of technological resources:** The services of electronic tools and information (Internet) are available to the students and teachers of the School. The School fully trusts in the educational value of these services and recognizes their great contribution to the curriculum. The primary objective in providing this service is to promote excellence, facilitating research, innovation and communication.

By signing the enrollment contract, the parents and students at the School agree to abide by and respect the following policies and recommendations for the appropriate use of the technological resources offered by the School.

1. **Service.** Having access to the Internet and the use of Technology at the School is a privilege, not a right, and this entails responsibilities for all those involved. Misuse means any violation of this Agreement or any other use that is not included in the Agreement but has the effect of damaging another's property. It is understood that these are guidelines for appropriate use and specific incidents not contained will be dealt with within the spirit of the Policy.
  - a. The School reserves the right to restrict access to the Internet and/or the use of electronic devices when necessary.
  - b. The School reserves the right to safely store the devices, when it considers that they have been misused, until such time as the situation can be resolved and the device can be returned to its owner, parent or guardian.
  - c. The School reserves the right to take other actions it deems necessary in accordance with the expectations and processes defined in the Student Handbook and in the staff contracts.
2. **Privacy.** Internet and Network Access is provided as a tool for staff and students, for the education of our students, as well as for the use of personal electronic devices while at the School. The School reserves the right to monitor, inspect, copy, review and store at any time and without prior notice, any information and all use of the network and computers and internet access and any and all information transmitted or received in connection with such use. All files of this type of information will be and remain the property of the School and the user will have no expectation of privacy with respect to these materials.



3. **Responsibility.** The School is not responsible for the loss, theft or damage of personal devices, nor can it be held responsible for their misuse by staff or students.
4. **Acceptable and Unacceptable Uses.** The School provides network and internet access for educational purposes only. If a user has any doubts as to whether an activity is considered educational, they should consult with the people designated by the School to make the clarification.
  - a. Under no circumstances will users manipulate the files, systems, hardware or software of the School or of other users. Only personnel authorized by the School may install or uninstall programs on the network or on School devices.
  - b. Social Networks, Skype and other similar programs can only be used for educational purposes and with the permission of the teacher.
  - c. School computers, the network and the Internet may not be used for commercial purposes.
  - d. Electronic devices may only be used at appropriate times as defined by the School.
5. **Netiquette / Ethics.** All users must abide by the rules of network etiquette, which include the following:
  - a. Be polite. Use appropriate language and graphics. No profanity, vulgarities, suggestions, no obscene, belligerent or threatening language.
  - b. Respect the work of others and not alter or abuse it in any way.
  - c. Avoid language or graphic representations that may be offensive to other users. Do not use the network or the Internet to make, distribute or redistribute jokes, stories or any other type of material that is based on insults or stereotypes related to race, gender, ethnicity, nationality, religion or sexual orientation.
  - d. Do not assume that the sender of an email or other information is giving you permission to forward or distribute the message to a third party or to give your information to others.
  - e. Do not perpetuate any content that may be harmful or offensive to others.
6. **Confidentiality and security on the internet.**
  - a. Images of staff and students may appear on the website, as long as they do not include identifying names; Names will only be included when explicit permission is granted by parents, guardians or students over 18 years of age.
  - b. No photographs or recordings may be taken of others without their prior consent, except those approved as explained above for school publications.
  - c. Under no circumstances will users be allowed to share personal information or host meetings with unknown internet sources.
  - d. The School encourages the use of filtering software and other technologies to prevent access to content that is obscene, pornographic, inappropriate, or harmful to others. However, despite all efforts at monitoring and filtering, all users and their parents or guardians are advised that access to the electronic network may include the possibility of accessing material inappropriate for school age children. students, therefore, each user must take responsibility for the use of the internet and avoid these sites.

The School encourages the use of filtering software and other technologies to prevent access to content that is obscene, pornographic, inappropriate, or harmful to others. However, despite all efforts at monitoring and filtering, all users and their parents and/or guardians should be aware that when accessing a network, there is the possibility of access to material inappropriate for school age students. Each user must take responsibility for their use of the network and the Internet and avoid these sites.

- e. Parents are responsible for ensuring that their children's electronic devices have age-appropriate filters, tracking *software*, and *password protection installed*.
  - f. Passwords must be secure and, unless expressly requested by the School, may not be shared with others.
- 7. Hacking and other illegal activities.** It is a violation of this agreement to use the school's computers, its network or the Internet to attempt to gain unauthorized access to other computers or computer systems or to attempt to gain any unauthorized access. Any use that goes against Colombian or International law related to copyright, trade secrets, the distribution of obscene or pornographic material or that violates any other applicable law or municipal ordinance, is strictly prohibited.
- 8.** Students are requested to recharge the battery of their devices at home and to arrive at Schools with them fully charged and with the applications, information or software that has been previously required, duly installed.

**Paragraph: Consequences of non-compliance with the regulations enshrined in this policy:** When a student incurs in the violation of any of the regulations contemplated in this chapter, such behaviors may be classified as minor, serious or very serious offenses, depending on their nature. and its effects, the modalities and circumstances of the fact, the determining reasons, mitigating and/or aggravating circumstances and the personal background of the student in accordance with the provisions of articles 68 and subsequent of the Student Handbook.

**Article 126. Health office:** The School will offer a care program that includes: first aid, educational campaigns on health, prevention and occupational health.

The health office and health office are available to students during school hours. No medication is given to students without the corresponding medical prescription. Only emergency medications and first aid are provided in the infirmary. A medical file for each student is kept in this office.

To receive care in the infirmary during classes, the student must request a pass from their teacher or from the Section Office. Students with an accident or who require emergency first aid will not require this pass.

A schedule of the infirmary is posted in visible places so that both students and teachers know when someone is available there to attend to them. Once the student has been seen in the health room, they must return to class immediately. To be readmitted to class, they must present the nursing pass to the teacher signed by the person who assisted them. Only students who, due to the seriousness of their illness, are authorized by the nurse to remain in the infirmary may remain in the infirmary.

Phone calls to parents related to health problems, either for special recommendations or to be picked up at the School, are made only by the nurse or the Secretary of the section.

**Article 127. School Transportation:** The College coordinates the transportation service for its students through the Transportation Coordination Office. This service is optional and is governed by the provisions of the law regarding contracts. It is the responsibility of the Transportation Coordinator and the Chancellor to ensure that the transportation complies with the legal regulations regarding vehicle safety and maintenance.

Rules of the school transport service:

In the transport service, the same disciplinary premises of the life of the School will be applied, contained in the Manual of Coexistence:

- Respect and obey the monitor, the driver and the regulations. The monitors or companions will report disciplinary situations with the students that have arisen during the course of the route, to the Transportation Coordination with a copy to the disciplinary officers of each of the sections, indicating the name of the student, their grade and a brief description of the problem.
- Be punctual in the schedules: To guarantee that the times of the routes are as efficient as possible, parents are requested to guarantee the punctuality of the students while waiting for the routes in the morning hours and, if applicable, the timely and punctual waiting for children who must be received at the doors of their homes or buildings by an authorized adult. It is the responsibility of the users to be in advance at the collection point. The collection route must make a maximum stop of 30 seconds. For no reason, routes are authorized to wait longer than allowed. No vehicle will be able to return to pick up users that have not been ready at the time the respective route passed. Students must be ready at the door of their residences, since the School will not announce itself at the gates, nor will it ring at houses to pick up or drop off students; nor is it authorized for vehicles to whistle and interrupt the tranquility within residential complexes.
- In the event that a kindergarten, preschool and primary school student, upon arrival at his place of residence, is not received at the door of his house or the building's concierge by one of his parents, guardian or duly authorized person; It must be reported by the monitor or route companion to the Transportation Coordination so that they can communicate with the parent. To guarantee the safety of the child, the student will be returned to the school facilities, as long as no contact is made with the parents, and he must be picked up by his parents, generating the charge of the value of the additional route to the family. In the event that a parent wants to authorize their child to get off at the gate or at the stop site on the route in cases where the door-to-door service cannot be provided, they must send a written authorization to the Coordination of Transport.
- Take care of the vehicle in its conservation and hygiene. Students who do not comply with the rules and regulations of the bus may receive sanctions that include the suspension of the service without detriment to the obligations contracted in the contract. The same consequence can be generated by delay in the payment of the service. It is forbidden to stand on the chairs and place your feet on them. Any damage caused to the vehicle due to student misbehavior, such as cushion breakage, glass breakage, etc., must be assumed by the responsible parent.
- Board the buses in an orderly manner when leaving the School and remain on them until their departure. High school students who are not on the routes at the time of departure and who

have already completed their school hours, will not be expected by them and their route will begin, being the responsibility of the parents to pick them up at the institution.

- The use of a seat belt is mandatory throughout the route.
- It is not allowed to consume food or drink during the route.
- The use of electronic devices for students on school transportation is not allowed.
- Taking photos and/or making videos of yourself or other students and sharing them is prohibited, as this goes against the College's personal data protection and treatment policy.
- Younger students should sit in the front of the bus, whenever possible, and older students in the back of the bus.
- Transportation service is a means of transporting people. Therefore, it is not allowed to use the transportation service to pick up or deliver items such as: lunch boxes, homework, money, clothes, electronics, etc.
- The transportation service is exclusively for students and employees, therefore, people outside the School such as babysitters, domestic workers, parents, police officers, bodyguards, among others, are not allowed to enter the route, and less when within the buses meet students. Only in the case of students who require companions (shadows) is the possibility of providing the service (including charging) evaluated, as long as there is availability on the route.
- In the event that the transportation service is suspended, in accordance with the provisions of the payment policy, it will not be possible to access individual routes to access said service.
- Students must get out of the vehicle only at home or at the previously defined and approved site. Students from 9th to 12th grade can get off at a place other than the one established, as long as the place selected to get off is within the initially assigned route and only when the parents have signed the authorization. If this requirement is not met, students will not be able to get off at a place other than the one previously defined and approved.
- For no reason will it be accepted for a student to board a route other than the one assigned.
- This transportation policy is an integral part of the Enrollment Contract entered into between families/students and the Granadino College Association, as well as the Institutional Coexistence Manual and is understood to be accepted with the enrollment act.

**Paragraph.** For more information about this service, see the Transportation Policy found on the institutional website.

**Article 128. Cafeteria and restaurant service:** the School offers, through a contract signed during enrollment, the lunch and/or snack service. This service is optional and is governed by the provisions of the law regarding contracts. The delay in payments may result in the suspension of the service without detriment to the obligations contracted in the contract.

Those students who do not hire it must bring their lunch box and eat lunch at the assigned site. Everyone, without exception, will comply with the rules of cleanliness.

If, due to medical prescription, a student should not consume a particular food, the parents will promptly inform the Section Director in writing.

**Article 129. Store:** The School or its delegate offers the school store as an optional complementary service. Students will be able to use the store during break or during extracurricular activities and practices. The store is considered a privilege and therefore can be suspended at any time by the School Director or by the Section Director if improper use of it is proven.

**Article 130. Money management policy in student activities and complementary services:** When required, the School will communicate in writing to the Parents of the cost of the activities and services offered. As a general rule, these monies must be paid directly by the Parents and/or Students to the Accounting Office of the School.

## **CHAPTER TWELFTH** **MEDIA**

**Article 131. Means of Communication between the School and the Community:** It is the responsibility of the School to keep the Granadino Community well informed about the institutional principles, plans, projects, decisions, achievements, activities and needs of the School. Colegio Granadino must ensure that the community receives up-to-date and sufficient information using various means of communication. Official communications from the School to families must bear the signature of the School Director of the School and/or a member of the administrative team.

Some means of communication used by the School include, among others:

- Circulars
- Notidirectivas (Newsletter of the General Directorate)
- *Daily memos* (internal communication from each Section Director)
- Website ([www.granadino.edu.co](http://www.granadino.edu.co))
- Jupiter
- Yearbook
- Journals
- Social networks for Colegio Granadino
- Email

**Article 132. School calendar:** The school calendar will inform about the dates that make up the schedule of activities. This schedule must include the minimum number of days established by the National Ministry of Education and by Cogna as effective days of class, holidays, the School's own celebrations, vacation periods and the start and end dates of the school year. The school calendar is delivered to parents at the time of enrollment and is published and updated through the School's website.

## **CHAPTER THIRTEEN** **OTHER PROVISIONS**

**Article 133. Regulatory Integration:** Issues or topics that are not considered in this handbook must be resolved following the criteria and procedures established within this handbook for similar or related cases.

In those offenses defined as extremely serious because they threaten well-being, physical and moral integrity, and coexistence, the School may ignore any of the steps or procedures provided for in order to make the relevant decisions.

Colegio Granadino, as an educational and training institution, is a dynamic organization in constant growth, improvement and change. Therefore, its provisions and rules change to respond to the new needs of coexistence.

**Article 134. Additional Costs.** The General Assembly of Parents, in its last meeting on April 3, 2013, approved additional annual costs for Book and Technology Rental and for Ambulance Service. The values of these services will be approved by the Assembly itself each year.



## ANNEXES

### **ANNEX # 1: ATTENTION ROUTES (DEFINITION, RISK SIGNS, ATTENTION ELEMENTS)**

#### **1. Route for the attention of situations of SPA Consumption (Psychoactive Substances)**

Without prejudice to the powers, policies, procedures and sanctions established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect School Climate, the following attention route is established by the Institution for situations in which there is knowledge of the Consumption of psychoactive substances (hereinafter SPA) by students of the institution.

##### **Definition**

The consumption of psychoactive substances refers to the behavior of entering the body by one or more routes, one or more substances that have the ability to modify the behavior of the subject through its action on the central nervous system. It is a behavior that, due to the change in environmental contingencies and brain functions and structures, tends to be repeated more and more, generating phenomena such as tolerance, dependence and withdrawal syndrome.

The objective of the care route for the consumption of SPA is to provide relevant care to the student in the initial stages of development of the consumption picture and guarantee their full and healthy development.

##### **Warning Signs**

Depending on the level of PAS consumption, it is possible to identify some signs that may indicate the need for intervention by educators:

- Isolation from the usual social circle.
- Abandonment of vital activities.
- Violation of norms.
- Changes in health or physical condition.
- Deterioration of interpersonal and family relationships.
- Sudden changes in mood.
- School absenteeism.
- Association with risk pairs.
- Constant irritability.
- Poor school performance

##### **Attention Items:**

- **Initial meeting with the student:** Upon suspicion of a situation of SPA consumption by students of the institution, an initial meeting will be held with the student(s) involved, which will be led by the director and counselor of the section. A record will be drawn up from said meeting in which the events that occurred, the names of the students involved and the evidence that exists at that time will be related to start the process. In case of finding sufficient merit to activate the Care Route, the respective parents or guardians will be notified of said situation.
- **Meeting to celebrate commitments with the student and parents or guardians:** In this meeting that will be attended by the parents or guardians of the student, the actions to be carried out by the family or caregivers and the school will be agreed upon and determined by means of a document signed by those involved.

The commitments may include the need for the family to refer the student for medical care by a health professional or institution providing health services.

- **Follow-up Process**

Its purpose is to verify compliance with the commitments of the students, adult caregivers and the institution and it will be carried out with the frequency agreed upon at the initial meeting that decided on the commitments.

In the case of SPA consumption, monitoring generally consists of making sure that the student and their family are complying with the established commitments, especially those related to care by the health system and the cessation of consumption behavior.

Progress in the process will be recorded through follow-up minutes.

- **Closure meeting**

It is held when the student's intervention and recovery process end successfully, suspending the use of psychoactive substances. A record of this act will also be written.

- **Notification to ICBF**

In special cases, when the caregivers and students do not comply with the commitments acquired in the extended certificate and/or pedagogical contract, the ICBF will be notified of said situation.

## **2. Attention route for situations of domestic violence**

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the following attention route is established for situations of Domestic Violence suffered by students of the institution.

### **Definition**

Domestic violence is understood as any action, omission or abusive act of power committed by a member of the family, with the aim of dominating, subduing, controlling or attacking another member or members of the same family, such as children., adolescents, women, older people or people with disabilities. This action can occur outside or inside the family home.

The manifestations of violence can be physical, psychological, verbal and economic and affect each of the members: partner, children, adults or other members who live with or are related to the family.

It is important to keep in mind that domestic violence can be prevented with dialogue, listening, understanding, and respect for the particular conditions of each of the family members. Some statistics show that older adults, due to their life cycle condition, illness or special care requirement, are being victims of family violence.

The objective of this care route is to establish conditions so that the situation of violence does not continue to arise and to ensure that the student develops in a context of harmony and affection for the full enjoyment of their rights.



## Warning Signs

- Sadness.
- Retreat.
- Using aggression to resolve conflicts.
- Continuous use of clothing that allows limbs and extremities to be covered.
- Bruises, cuts and/or injuries to extremities, trunk and/or head.
- Poor school performance
- Carelessness in personal presentation.
- Mood swings
- Fearful attitude in situations that do not warrant it
- Signs of major anxiety.

## Steps to Follow

### - **Presence of signs of risk in the student**

It is important to keep in mind that the warning signs are indications that increase the probability that the situation of domestic violence is occurring, but they do not by themselves indicate a situation of violation. However, the presence of these signs usually implies the presence of a difficulty in the development contexts of the child or adolescent, which is why it is essential that the counselor delve into the situation in order to ensure the healthy development of the student.

### - **Interview the student or a person close to them**

In cases of probable or actual violation of rights, care must always be taken not to re-victimize the student and to keep their confidentiality. The purpose of this interview is to confirm whether the identified risk signs are related to a possible situation of domestic violence. For example, the counselor may identify a bruise on a child's face; Its purpose in the interview is to establish the possible cause of said hematoma to continue with the corresponding intervention.

### - **Get more information about the situation**

In this step, the counselor's job is to collect enough information to allow them to address and refer the case appropriately.

### - **Establish the seriousness of the situation**

Some situations are manageable from School Guidance, while others require urgent attention for the immediate reestablishment of rights.

In cases in which the life or integrity of the student is at serious risk, it is necessary to immediately contact the Police for Children and Adolescents so that they immediately transfer the student to the competent entity in the process of reestablishing rights.

In mild cases, it is necessary to establish contact with the responsible family member or guardian to make agreements. In these cases, The job of the School representative is to generate agreements with the student's parent or guardian that ensure their well-being and inform them that the case will be forwarded to the Family Police Station, if these are not met.

It is also important that the counselor carry out empathic awareness with the family member, through which he informs him of the importance of the healthy development of the child, adolescent or young

person and the importance of offering conditions of love, respect and good treatment for the integral guarantee of Your rights.

It is possible that during this contact the family member requires advice or information for access to material, legal or emotional support resources (guarantee, psychological counseling, conciliation, etc.).

In these cases, it is important that the counselor has the pertinent information to facilitate access to said resources.

**- Follow-Up:**

The follow-up of this type of case generally consists of performing the following actions:

- Verify that the responsible family member complies with the established agreements.
- Monitor the physical appearance, behavior, attendance and academic performance of the student in order to rule out the continuation of the threat or violation of rights.
- Verify that the cases referred to the Family Police are being handled by said entity.
- Report to the control entities in the event that the Family Police is not providing the care that corresponds to it.
- Establish periodic contact with the student and the family to evaluate the continuity of the conditions.
- Report any news to the entity that is handling the case.

### **3. Attention route for situations of abuse due to breach of responsibilities by adults**

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the following attention route is established for situations of abuse due to non-compliance with the responsibilities on the part of adults.

#### **Definition**

It is the form of abuse through which the basic needs of children, adolescents and young people are not met by their mothers or fathers, or those who exercise their parental authority. Young people up to 25 years of age who study can also be victims of this type of abuse. Abuse due to breach of responsibilities by adults affects the guarantee of an adequate standard of living for full development.

The objective of this route is to seek the guarantee of basic conditions for the full development of children, adolescents and young people and the effective enjoyment of their rights.

#### **Warning Signs**

In cases in which students are victims of abuse due to breach of responsibilities, it is possible to identify one or more of the following warning signs:

- Neglected physical appearance.
- Weight loss.
- Neglected physical and dermatological symptoms (outbreaks, wounds, infections, etc.).
- Unjustified absences from the educational institution.
- Emotional manifestations such as sadness, anxiety, withdrawal or low self-esteem.

- Low academic performance.
- Lack of commitment in the educational process of the children on the part of the mother and the father of the family.

### Steps to follow

- Talk to the student or a person close to them.
- In cases of probable or actual violation of rights, care must always be taken not to re-victimize students and to maintain confidentiality.
- The purpose of this dialogue is to confirm whether the identified warning signs are related to possible mistreatment due to breach of responsibilities.
- For example, the counselor may identify a persistent skin rash on a student's arm; the purpose in the interview is to establish if the guardian is guaranteeing the corresponding care.
- If the student is receiving care, the situation should continue to be monitored; Otherwise, one must continue with the activation of the route as indicated in the diagram for the care of this type of abuse.
- **Get more information about the situation**

In this step, the counselor's job is to collect enough information to allow them to understand, address, and refer the case appropriately.

Establish the seriousness of the situation.

Some situations are manageable from School Guidance, while others require urgent attention by the corresponding entities. In cases in which the life or integrity of the student is at serious risk, it is necessary to contact the Police for Children and Adolescents so that they transfer the child, adolescent or young person to the entity in charge of the process of immediate restoration of Rights.

In minor cases, it is necessary to establish immediate contact with the relative responsible for the student and continue the established route. During this step, the task of the counselor is to generate agreements with the student's guardian that ensure their well-being.

#### - **Tracing**

The follow-up of this type of case generally consists of performing the following actions:

- Verify that the responsible family member complies with the established agreements.
- Monitor the physical appearance, behavior, attendance and academic performance of the student in order to rule out the continuation of the threat or violation of rights.
- In cases referred to ICBF, verify that said entity is providing the care and refer it to the corresponding authorities, otherwise.
- Establish regular contact with the student and/or his/her family to assess the continuity of the conditions.
- Report any news to the entity that is handling the case.

The path is clear for situations in which the student continues to live with at least one parent or guardian. However, a route should be considered that considers the situation of a student who is living without the care or supervision of the parents or a guardian (for example, the parents leave the country and leave the child alone living in an apartment).

#### **4. Attention route for situations of child abuse**

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the following attention route is established for situations of Child Abuse exercised on students of the institution.

##### **Definition:**

All forms of harm, punishment, humiliation or physical or psychological abuse, neglect, omission or negligent treatment, mistreatment or sexual exploitation, including abusive sexual acts and rape. In general, any form of violence or aggression against the child or adolescent by their parents, legal representatives or any other person (article 18 Law 1098 of 2006).

For the purposes of this document, each of the situations that generate child abuse and that are set forth throughout the previously exposed definition are contemplated in a particular way and in that sense the conceptual and route elements that are pertinent to them are presented one by one.

In this first typology, the situation of mistreatment by punishment, humiliation, mistreatment, physical or psychological abuse is deconcentrated from the general concept and the additional elements that allow its approach are reviewed.

##### **Warning Signs**

- Observable physical injuries.
- Expressions of pain or physical discomfort on the part of the student.
- Poor school performance.
- Withdrawn and insecure attitude.
- Unexcused absences.
- Demotivation for the study.
- Anxiety and/or unjustified fear.
- Carelessness in physical appearance.

##### **Steps to Follow**

###### **- Presence of signs of risk in the student**

It is important to bear in mind that the warning signs are indications that increase the probability that the situation of abuse is occurring, but do not by themselves indicate a situation of violation. However, the presence of these signs almost always implies the existence of a difficulty in the development contexts of the students, which is why it is essential that the school counselor delve into the situation in order to ensure their healthy development.

###### **- Talk to the student or a person close to them**

- In cases of probable or effective violation of rights, care must always be taken not to re-victimize the student and to maintain confidentiality.
- The purpose of this dialogue is to confirm whether the identified risk signals are related to possible abuse. For example, the counselor may identify bruises on the leg of a teenager; In that

case, the counselor should ask them about the reasons for bruises to establish if they are related to a situation of abuse.

- **Establish the seriousness of the situation**

Some situations are manageable from School Guidance, while others require urgent attention by the corresponding entities. In cases where the life or integrity of the student is at serious risk, it is necessary to contact the Police for Children and Adolescents in order to transfer the child, adolescent or young person to the entity in charge of the process of immediate restoration of Rights.

In minor cases, it is necessary to establish immediate contact with the relative or guardian responsible for the student and continue the established route. During this step, the task of the counselor is to generate agreements with the student's guardian that ensure their well-being.

It is also important that the counselor carry out empathic awareness with the family member, through which he informs him of the importance of a healthy development of the child, adolescent or young person and of his obligation to offer sufficient material and affective conditions to guarantee the Rights.

It is possible that during this contact the family member requires advice or information for access to material, legal or emotional support resources (agreements for alimony, psychological counseling, etc.). In these cases, it is important that the counselor has the pertinent information to facilitate access to said resources.

- **Tracing**

The follow-up of this type of case generally consists of performing the following actions:

- Verify that the responsible family member complies with the established agreements.
- Monitor the physical appearance, behavior, attendance and academic performance of the student in order to rule out the continuation of the threat or violation of rights.
- In cases referred to ICBF, verify that said entity is providing the care and refer to the corresponding authorities if not.
- Establish periodic contact with the student and his family to evaluate the continuity of conditions.
- Report any news to the entity that is handling the case.

**5. Route for the attention of situations of physical and/or emotional abuse by teaching, managerial or administrative staff of the educational institution.**

Without prejudice to the powers, policies and procedures established in this Student Handbook as well as in the Internal Work Regulations of the Institution regarding disciplinary instances and care routes for situations that affect school climate, the following is established attention route for situations of physical and/or emotional abuse by teaching, managerial or administrative staff of the educational institution.

**Definition**

Behavior of physical and/or emotional abuse, directed at a student by a teacher, administrator or director of the educational establishment, thereby affecting their human rights, including the right to a quality education and good intellectual and emotional development.

Mistreatment shall mean those non-accidental actions or omissions that violate the physical and/or emotional integrity and dignity of the student and that considers, but is not limited to, blows, shouts, degrading comments, verbal and non-verbal threats, among others.

The purpose of this route is to avoid impunity and encourage the non-recurrence of events of physical and/or emotional abuse in the Institution, guaranteeing that students are heard and have access to justice.

#### **Attention Items**

Receipt of a report of mistreatment towards a student allegedly carried out by teaching, administrative or managerial personnel.

The report can come from various sources (the child or adolescent; peers, family members, people from the educational community).

In any case, it is necessary to activate the care route, since the situation could put the student at very high risk due to the asymmetry of powers and the number of rights that could be violated.

#### **Presence of warning signs in the student**

It is important to bear in mind that the warning signs are indications that increase the probability that the situation of abuse is occurring, but do not by themselves indicate a situation of violation. However, the presence of these signs almost always implies the existence of a difficulty in the development contexts of the students, which is why it is essential that the school counselor delve into the situation in order to ensure their healthy development.

##### **- Talk to the student or a person close to them**

- In cases of probable or actual violation of rights, care must always be taken not to re-victimize students and to maintain confidentiality.
- The purpose of this dialogue is to confirm whether the identified warning signs are related to possible abuse. For example, the counselor may identify bruises on the leg of a teenager; In that case, the counselor should ask them about the reasons for the bruises blows to establish if they are related to a situation of abuse.

##### **- Establish the seriousness of the situation**

Some situations are manageable from School Guidance, while others require urgent attention by the corresponding entities. In cases where the life or integrity of the student is at serious risk, it is necessary to contact the Police for Children and Adolescents in order to transfer the child, adolescent or young person to the entity in charge of the process of immediate restoration of Rights.

In minor cases, it is necessary to establish immediate contact with the relative or guardian responsible for the student and continue the established route. During this step, the task of the counselor is to generate agreements with the student's guardian that ensure their well-being.

It is also important that the counselor carry out empathic awareness with the employee, through which they inform them of the importance of a healthy development of the child, adolescent or young person and of their obligation to offer sufficient material and affective conditions to guarantee the Rights.

It is possible that during this contact the employee requires advice or information for access to material, legal or emotional support resources (agreements for alimony, psychological counseling, etc.). In these cases, it is important that the counselor has the pertinent information to facilitate access to said resources.

- **Tracing**

- The follow-up of this type of case generally consists of performing the following actions:
- Verify that the employee complies with the established agreements.
- Track the employee where their actions in other contexts and with other students are determined.
- Monitor the physical appearance, behavior, attendance and academic performance of the student in order to rule out the continuation of the threat or violation of rights.
- In cases referred to external authorities, verify that said entity is providing the care and refer it to the corresponding authorities if not.
- Establish regular contact with the student and employee to assess the continuity of conditions.
- Report any news to the entity that is handling the case.

## 6. Attention route for situations of suicidal behavior

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the following attention route is established for situations of Suicidal Ideation or Behavior by part of the institution's students.

### Definition

Suicidal behavior is an intentional self-inflicted injury, which may or may not have a fatal goal or outcome. It is important to take into account four types of suicidal behavior: ideation, threat, attempt and completed suicide.

- **Suicidal ideation:** thought of self-destruction and self-laceration, anchored in emotional and affective problems of girls, boys, adolescents and young people; in situations of apparent seriousness or difficult solution in their lives, in general, these situations are easy to solve accompanied by School Guidance.  
Alerts should be activated immediately when the ideation is verbalized to a third party and the person has established a structured suicide plan.
- **Suicide threat:** situation in which a subject threatens to take their own life, before a family member or a close person; in these cases, immediate psychiatric intervention is required by the Ministry of Health, under the requirement of a psychiatric ambulance; Depending on the degree of emotional disturbance, they support the hospitalization process.
- **Suicide attempt:** It is subdivided into attempted suicide and failed suicide.
- **Suicide attempt:** Parasuicidal behavior, where there is no real will to die. The attempt is used by the person as a mechanism to request help with their problems or modify situations to achieve a secondary benefit.

- **Failed suicide:** Real situation where the method of interruption or cessation of the vital functions of the organism is not completely achieved. In these cases, the death wish is real and permanent in people.
- **Completed Suicide:** Any case of death resulting directly or indirectly from an act performed by the victim, knowing that it should produce this result.

### **Warning Signs**

It is important to know that the presence and duration of the following signs imply a greater probability of suicidal behavior in the student population.

- Disappointment and guilt at the impossibility of meeting parental expectations.
- History of suicide in family, friends and/or colleagues.
- Few interpersonal relationships.
- Use and abuse of psychoactive substances or alcohol.
- Cuts or bruises on the body.
- Ideas, fantasies or previous attempts.
- Insomnia.
- Defiant attitudes and denial of danger.
- Permanent exposure to risk situations for one's own life and that of others.
- Presumed repeated domestic accidents: burning, hitting, breaking, ingesting toxins (bleach, detergent, perfume, insecticides) or household medicines.
- Being exposed to situations of family violence and sexual abuse.
- Consider suicide as a heroic act.
- Suicide threat.
- Delivery of the most precious belongings to others.
- Unusual abandon in his personal appearance.
- Persistent boredom, difficulty concentrating, or deterioration in the quality of their schoolwork.
- Frequent complaints of physical pain, such as headaches, stomachaches, and fatigue, associated with your emotional state.
- Changes in behavior (lack of concentration in school or on routine tasks, grades that drop).
- Changes in your eating habits (episodes of loss of appetite or bulimia).
- Physical changes (lack of energy, sudden weight gain or loss, deterioration in your physical appearance).
- A drastic change in their life or the loss of a loved one (whether due to death, divorce, separation or love relationship and failed friendships).
- Preoccupation with music, art, or personal reflections on death.
- Direct threats to commit suicide with expressions such as, "I would rather die", "My family would be better off without me" or "I have no reason to live".

These threats must always be taken seriously.

### **Elements of care in cases of suicidal ideation**

- **Offer emotional support.**

Suicidal behavior does not occur in a vacuum. Most of the time, those who express suicidal ideation are going through situations that are difficult to face, which generate emotions such as sadness, anger or



fear. In this step, the task of the counselor is to offer a safe and warm space in which the student can talk about what is happening and find empathic support from the listener.

- **Inform the student's guardian**

In cases of suicidal threat, it is necessary to promptly inform the student's guardian, so that they become aware of the situation and attends the psychiatric services as soon as possible.

- **Talk openly about suicidal feelings**

During the initial attention to cases involving suicidal behavior, two errors can be made: first, reproaching and mistreating the student because they are expressing ideas or behaviors related to the possibility of taking their own life; second, avoid talking openly about feelings and ideas related to suicide.

According to the above, the task of the counselor in this step is to speak with the student openly and clearly about their emotions and how they are related to their intention to take their own life.

- **Focus on student strengths**

Often, students who are expressing suicidal behavior direct their perceptions towards negative aspects of their experience (interpersonal problems, family difficulties, material deficiencies, etc.). Helping the student to turn their attention to their internal and environmental strengths promotes emotional calm and reconsideration of the idea of suicide.

- **Refer student for mental health care**

Any situation involving suicidal behavior requires mental health care. In situations of suicidal ideation, it is recommended that parents seek support in psychology and/or psychiatry, when the counselor's intervention was successful and there is no probability of a suicide attempt. Otherwise, it is necessary to contact the health lines designated for this.

- **Follow up**

Follow-up of attempted suicide cases involves monitoring the state of mind and behavior of the student, verifying that psychiatric care has been effective and that the commitments established in the responsibility for life contract are being carried out.

### **Elements of care in cases of suicide threat**

- **Offer emotional support**

Suicidal behavior does not occur in a vacuum. Most of the time, those who express suicidal ideation are going through difficult situations to face that generate emotions such as sadness, anger or fear. In this step, the counselor's job is to offer a safe and warm space in which the student can talk about what is happening and find empathic support from the listener.

- **Focus on ambivalence**

In this context, ambivalence refers to the fact that the student has reasons for and against the execution of suicidal behavior. The task of the counselor is to focus on that ambivalence and make the reasons against it more relevant, in such a way that the balance tips in favor of behaviors that preserve life.

- **Explore alternatives to suicide**

Once the importance of carrying out actions that favor life and integrity has been established with the adolescent, it is important to explore alternatives other than suicide that may allow them to face the problems they are going through in a more adaptive way.

- **Make a contract of responsibility with life**

Agreements may be entered into with the student and their parents or guardians, by means of which they commit to preserve their life and to execute those alternatives derived from the "intervention of the counselor" step that were successful in overcoming the crisis by the student and in the deterrence of the possibility of suicide. Likewise, it may be sent to the corresponding EPS through a written report of the situation. Otherwise, it is necessary to contact the emergency lines.

- **Follow up**

Follow-up of cases of suicide threat involves monitoring the mood and behavior of the student, verifying that psychiatric care has been effective and that the commitments established in the responsibility for life contract are being carried out.

- **Refer to psychiatric services**

Suicide threat cases require prompt psychiatric care. If the counselor's intervention was successful in overcoming the crisis by the student and in dissuading the possibility of suicide, it can be referred to EPS through a written report of the situation. Otherwise, it is necessary to contact line 106 or 123.

### **Elements of care in case of suicide attempt**

- **Stay with the student**

The suicide attempt is a crisis situation that requires the student not to be left alone. Doing so runs the risk that they complete the suicidal act. For this reason, it is necessary that for them to have the constant company of someone who is in a position to prevent them from harming themselves.

- **Provide physical or psychological first aid and request support from line 123**

In the event that during the suicide attempt the student has actually injured themselves, it is necessary for the person trained in first aid to provide physical first aid.

Likewise, in the event of an emotional crisis, the corresponding psychological first aid must be provided. Subsequently, it is necessary to establish communication with line 123, in order to request their support for immediate medical and psychiatric care.

- **Secure the scene to prevent the student from harming themselves**

All objects with which the student could be injured must be removed from the space in which they are located. Likewise, the student must be removed from spaces that imply height.

- **Ensure assessment and care by the ambulance.**

The ambulances that deal with cases of attempted suicide generally have specialized personnel with the ability to make an adequate assessment of the situation.

The result of this evaluation almost always implies the transfer of the student to a hospital.

The counselor must ensure that the ambulance assessed the situation and the student agreed to the intervention that resulted from it.

### **Elements of care in cases of completed suicide**

- **Secure the scene by removing the students present and report the case to line 123-**

A situation of completed suicide has diverse and counterproductive impacts on the students who witness the scene. Although it is natural that many are curious to observe what happened, it is essential to put mechanisms in place so that they are removed from the scene. Simultaneously, the situation will be reported to the National Police and corresponding Emergency Lines.

- **Request the presence of the parents/guardians**

Communication must be established with the parents/guardians and request their immediate presence in the Educational Institution

- **Create an inter-institutional table for the promotion of the mental health of students**

An act of completed suicide is a very serious situation that should alert not only the educational institution but also other Educational Institutions in the sector and institutions responsible for the protection of children, adolescents and young people. In this sense, the School must promote the creation of an inter-institutional table through which procedures are created for the analysis of the situation of suicidal behavior and actions are implemented to confront the problem.

## **7. Route of Care for Situations of Pregnancy in Adolescents**

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the following attention route is established for situations of Pregnancy in Adolescents.

### **Definition**

Adolescent pregnancy has been defined as "one that occurs within two years of gynecological age, understood as the time elapsed since menarche, and/or when the adolescent is still dependent on her family of origin" (Juan Issler, 2001). This situation introduces the student into a state of vulnerability because it can lead to limited educational opportunities, rejection by the family and difficulties associated with psychosocial immaturity, which affects maternal health, in the mother-child relationship and in the reduction of school and professional opportunities (Carreón Vásquez, 2004). In pregnant adolescents under 14 years of age, sexual abuse should always be presumed and therefore it is necessary to activate the care route corresponding to these situations.

The objective of the care route for pregnant adolescents is to provide a comprehensive, efficient, effective and timely institutional and inter-institutional response in the processes of pregnancy, lactation and parenting by guaranteeing access to the programs and services offered by the different entities.

### **Warning Signs**

- Loving ties between adolescent women and adult men.
- Deschooling.
- Deficient education in sexual and reproductive health.
- Early initiation of sexual intercourse.
- Misinformation about the use of contraceptive methods.
- Promiscuous behavior by a member of the family.
- History of sexual abuse.

### **Attention Items**

- **Approach the teenager**

In this step of the path, the counselor must be careful to keep a focus on rights, assuming that the adolescent has the right to decide about her body and her life. You must also be careful not to re-victimize the student.

- **Adolescent Age**

In the event that the adolescent is under 14 years of age, sexual abuse must be presumed. The fact that he is older does not exclude that same possibility of abuse.

- **Alleged abuse by an official of the educational institution**

In cases in which a teacher, director or administrator of the educational institution is the alleged abuser, it is necessary to present the respective complaint to the Office of Disciplinary Control of the SED. Refer to youth-friendly health services. Considering that each population requires differential attention to guarantee their rights in accordance with their customs, values and beliefs, it is necessary to identify the age of the young person, type of health insurance, socioeconomic level, family network of the adolescent, membership of an ethnic group, belonging to people from the LGBTI sectors, if they are a person with a disability or a victim of armed conflict.

- **Guarantee the permanence of the adolescent in the educational institution**

One of the greatest risks of adolescent pregnancy is the reduction of opportunities for their personal and professional development, as well as the reduction of social support networks. It is necessary that in the FDI the permanence of the adolescent is guaranteed (it must be taken into account that this situation also affects the father of the child) so that these risks are reduced to a minimum and the rights of those affected are guaranteed.

- **Avoid stigmatization and revictimization by the educational community**

It is generally achieved by carrying out a careful and confidential handling of the case and implementing a clear policy focused on rights for sexual education and care for pregnant adolescents in the educational institution.

- **Provide truthful and timely information about pregnancy and the possibility of Voluntary Interruption of Pregnancy (IVE)**

In cases of applicability of the Voluntary Interruption of Pregnancy, it is the obligation of the counselor, as a public servant of a secular State, to report on the three causes of voluntary interruption of pregnancy decriminalized in Judgment C-355 of 2006, which contemplates:

- a. When the continuation of the pregnancy constitutes a danger to the life or health of the woman.
- b. When there is a serious malformation of the fetus that makes its life unviable.
- c. When the pregnancy is the result of carnal access (rape) or sexual act without consent.

The right to decide the voluntary interruption of pregnancy has been recognized for girls under 14 years of age, based on their right to free personality development.

The consent of the girls must be respected even when their family does not agree with any decision, ratified in various rulings such as: C-355/06, T-209/08, T-388/09 and Resolution 459 of 2012, by which the Protocol and Model of Comprehensive Health Care for Victims of Sexual Violence is adopted.

### - Case Follow-up

In the cases of pregnant adolescents, follow-up generally involves actions such as:

- Verify if after having the child the adolescents received information to avoid subsequent pregnancies.
- Facilitate attendance at pre- and post-natal check-ups.
- Help adolescents to identify and face situations that put their permanence in the educational institution at risk.
- Provide psychosocial support to adolescents and their family environment.
- Know, promote and strengthen the support networks of adolescent mothers and fathers.
- Consider the continuous use of the physical education uniform for the comfort of the minor.

### 8. Attention route for situations of commercial sexual exploitation of children and adolescents.

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the following attention route is established for situations of commercial sexual exploitation of children and adolescents.

#### Definition

It refers to crimes in which the means used by the aggressor is the objectification of the victim, that is, the victim is turned into merchandise and used sexually by the aggressor (MinSalud-Resolution 459 of 2012). With the entry into force of Law 1329 of 2009, the coverage of protection against these crimes was expanded and all the actors and participants in the chain of sexual exploitation were included; this implies not only the behavior of the pimp, but also that of the intermediaries and especially of the abusive “client”. In the case of boys, girls and adolescents, the behaviors are the following:

- Induction to prostitution.
- Pimping with a minor.
- Constraint to prostitution.
- Encouragement to prostitution.
- Lawsuit of commercial sexual exploitation of a person under 18 years of age.
- Pornography with persons under 18 years of age.
- Use or facilitation of communication media to offer sexual activities with people under 18 years of age.

The objective of this care route is to protect students against phenomena such as rape, inducement, encouragement and constraint to prostitution; sexual exploitation, pornography and any other conduct that threatens their freedom, integrity and sexual formation.

#### Warning Signs

- Inappropriate erotic conduct.
- Low academic performance.
- Unjustified absence from the educational institution.
- School dropout.
- Possession of money or expensive objects in amounts greater than expected according to their social conditions.

- Meeting with unknown people, at the end of the school day, with whom they go to a place other than home.

### **Attention Items**

#### **- Interview with the student when there are signs of risk of sexual abuse**

In the presence of warning signs, the counselor interviews the child or adolescent in order to ask about these signs. Faced with the possibility that this situation of violation is occurring, the counselor's task is not to establish the veracity of the facts, but rather to refer the case to the authorities in charge of attending to and carrying out the full restoration of rights in the cases that require it.

#### **- Get information**

It is important that the instance of the corresponding School obtain general information that allows it to complete a report to present to the competent entity. It should be noted that it only refers to general information about the situation. In-depth interviews should not be carried out that could re-victimize the child or adolescent. In case of information about human trafficking networks, one must proceed with great caution in order to take care of the safety of the student, the counselor and the educational institution. Said information must be provided to the Immediate Reaction Unit of the Prosecutor's Office that corresponds to the locality.

#### **- Establish contact with the student's family**

In all cases, it is necessary for the School to establish contact with a member of the family other than the alleged aggressor, in order to accompany them during the process that will begin. This accompaniment is essential because the student's consent is needed through them, in the absence of which a family advocate must grant it. During this contact, the counselor must make the relative aware of the need to start the process of reestablishing rights and the consequences of not doing so.

#### **- Refer to ICBF and the Immediate Reaction Unit of the city**

The process of restoring the student's rights will be carried out at the city's ICBF. It should be sought that the family member with whom contact was established address these entities with the counselor's report. If this is not possible, it is necessary to contact the Police for Children and Adolescents to make the transfer.

Additionally, the case must be reported to the Immediate Reaction Unit closest to the city, whose address appears in the institution directory section at the end of this document.

#### **- Tracing:**

- Follow-up for this critical situation consists of:
- Verify that the process of restoring rights is being carried out by the ICBF.
- In the event that the student continues in the IED, monitor their state of mind and behavior in order to rule out continuity in the situation of violation.
- Report to the control entities in the cases in which the entities in charge of the restoration process are not carrying out the attention that corresponds to them.

### **9. Route for attention to situations of sexual violence**

Without prejudice to the powers, policies and procedures established in this Student Handbook regarding disciplinary instances and attention routes for situations that affect school climate, the

following attention route is established for situations of Sexual Violence exerted on students of the institution.

### **Definition**

Sexual violence against children and adolescents occurs when an adult or someone older than the student abuses the power or authority they have over them and takes advantage of trust and respect to make them participate in sexual activities. This type of violence is not limited to sexual penetration, although this occurs in many cases. It includes a series of sexual activities such as touching the genital organs, masturbation, oral sexual activities, vaginal or anal penetration with fingers, penis or another object. It may include indecent exposure or behaviors, provocative comments, inappropriate communications, suggestive looks, or any situation that creates discomfort or a feeling of vulnerability on the part of the student. Sexual abuse occurs with or without contact (Maggie Escartín, 2001).

The WHO defines sexual violence as: "Any sexual act, attempted sexual act, unwanted sexual comment or advance, or action to market or otherwise use a person's sexuality" (Jewkes, Sen., P. García-Moreno, 2002). It is necessary to clarify that not all forms in which sexual violence is manifested are crimes, although most of them have been included in the Colombian Penal Code (Law 599, 2000). It includes the crimes contained in the "Rape" chapter, which refers to those in which the aggressor uses force, violence or threats as a means of committing them. The victims of these crimes can be men or women of any age. In this group are found violent carnal access, violent sexual act and carnal access or sexual act in person made incapable of resisting. It also includes the crimes contained in the chapter "Of Abusive Sexual Acts" that refer to those in which the aggressor takes advantage of a pre-existing vulnerability condition in the victim (due to age, physical or psychological capacity or asymmetric power relationship) to commit the crime. The crimes contained in this chapter are abusive carnal access with a child under fourteen, sexual acts with a child under fourteen, carnal access or abusive sexual act with inability to resist and sexual harassment, and the sexual crimes contained in the chapter on crimes against people protected by IHL. The objective of this care route is to offer the student a set of medical, legal and psychosocial procedures that favor the restoration and protection of their rights.

### **Warning Signs**

- Retreat.
- Inappropriate erotic conduct.
- Sadness.
- Excessive fear of normal physical contact.
- Staying at home in the company of people outside the family nucleus who consume SPA.
- Low academic performance.
- Crying for no apparent reason.

### **Attention Items**

#### **- Interview with the student when there are signs of risk of sexual abuse**

In the presence of signs of risk of sexual abuse, the counselor interviews the child or adolescent in order to ask about these signs. It is important to avoid inducing responses from the student. Faced with the possibility of sexual violence, the counselor's task is not to establish the truth of the facts, but rather to refer the case to the authorities in charge of dealing with and carrying out the full restoration of rights in those cases that require it.

#### **- Get information**

It is important that the counselor obtain general information that allows them to complete a report to present to the competent entity. It should be noted that it only refers to general information on the situation. In-depth interviews should not be carried out that could re-victimize the child or adolescent.

- **Establish contact with the student's family**

In all cases of abuse due to sexual violence towards students, it is necessary for the counselor to establish contact with a member of the family other than the alleged aggressor, in order to accompany them during the process that will begin. This accompaniment is essential because the student's consent is needed through them, in the absence of which a family advocate must grant it. During this contact, the counselor must make the relative aware of the need to start the process of restoring rights and the consequences of not doing so; Additionally, indicate to the family the importance of the student obtaining psychological support. You must also clarify that there is no certainty about the possible abuse and that the School Guidance is not the competent entity to establish it.

- **Refer to the competent authority**

The Comprehensive Care Center for Victims of Sexual Abuse (CAIVAS) of the Attorney General's Office and the ICBF are the entities in charge of dealing with this critical situation in cases in which the possible abuser does NOT live with the student. When the possible abuser is part of the administrative, managerial or teaching staff of the educational institution, a report is also made to the competent authorities. On the other hand, if the alleged abuser is another student of the School, the service route corresponding to the Criminal Responsibility System for adolescents developed later in this Handbook must also be activated. When the possible abuser lives with the student, the case must be referred to the Family Police.

- **Case Follow-up**

Follow-up for these cases usually involves:

- Make sure that the family and the student are attending the processes that are part of the restitution of rights measure.
- Report any news to the entity that is handling the case.
- In cases where it is necessary, offer information to the family about the process of reestablishing rights that is taking effect on the student.
- Avoid revictimization in the educational institution in cases where this is a possibility.

## **ANNEX 2: POLICY FOR THE PROPER USE OF INSTITUTIONAL EMAIL FOR STUDENTS:**

The institutional email for students is a formal and official means that the school has provided for communications between teachers and students. The School may at any time implement the necessary measures on the institutional email platform, in order to increase security levels and/or provide a better service.

The School reserves the right to disable, modify or eliminate institutional email accounts, in which there is evidence of inappropriate use or that incur in non-compliance with the policies set forth in this document. To consult the policies of Gmail – Google you can consult the following links:

- Terms of use of corporate email G Suite for Education:
  - ❖ [http://www.google.com/apps/intl/es/terms/education\\_terms.html](http://www.google.com/apps/intl/es/terms/education_terms.html)
- Google mailbox privacy policy:
  - ❖ <http://www.google.com/intl/es/policies/privacy/>



## **Responsibilities of Institutional Email Users**

- Users are responsible for all activities carried out from their institutional email account.
- Institutional email accounts are for personal and non-transferable use; therefore, it is the responsibility of the student or their parents to safeguard the password, and not share it under any circumstances.
- Institutional email accounts are created for the exclusive use of the student's own academic work; therefore, this service must be used by implementing criteria of rationality, respect, responsibility, integrity and information security.
- All mail from unknown sources, junk mail, SPAM, spam, etc. that is received in the e-mail mailboxes of the School, must be ignored, eliminated immediately and reported to the technology department of the school in order to avoid possible infections by malicious code or viruses.
- The email user agrees to promptly report to the technology department any security breach of their institutional account, including unauthorized use, loss of passwords, etc.
- According to the provisions of Law 524 of 1999, email messages have the same probative force as physical documents.
- Institutional email is a study tool, exclusively for academic use, therefore, the information contained in it is the property of the School. To this extent, Colegio Granadino is not responsible for the personal information that users store in institutional accounts.
- The School recommends ignoring the links that are added in the body of the email from external accounts; therefore, it is advisable to directly type the page you wish to consult in the computer's browser.

## **Restrictions on the use of institutional email**

It is prohibited to:

- Send emails with messages that contravene legal norms, morality, public order, privacy or the good name of people, that contain disrespectful, defamatory, racist, religious-accusatory, discriminatory, harassing or intimidating content, as well as images or videos with illegal, offensive, extortive, indecent or sexual material content.
- The use of personal emails in order to establish or transfer institutional information. Institutional email is the tool provided by the School as an official means of communication.
- Use the institutional email for sending propaganda, offers, personal business, advertisements or any information unrelated to the academic part.
- The propagation of emails of unknown origin, SPAM, junk or unwanted mail, towards institutional accounts.

## **Consequences of inappropriate use of institutional mail**

Inadequate use or non-compliance with the measures defined in this policy for the Proper Use of Institutional Mail, gives rise to the application of the necessary measures according to the seriousness of the fault.

## ANNEX # 3 GLOSSARY<sup>1</sup>

This glossary is taken from Guide No. 49 of the Ministry of National Education, called "Pedagogical Guides for school climate ". Pages 47 to 57. Who in turn cite Chau, E., Vargas, E., Ibarra, C. & Minski, M. (2013)? Basic procedure for educational establishments. Final document of the consultancy for the preparation of the regulations of Law 1620 of 2013. Document prepared for the MEN. Bogotá: unpublished document.

**Carnal access.** According to article 212 of the Colombian penal code, it is understood as *“the penetration of the virile member by anal, vaginal way or oral, as well as vaginal or anal penetration of any other part of the human body or other object”*. Law 599 of 2000 enshrines several types of sexual intercourse, namely: 1) Violent sexual intercourse (article 205): when it is performed with another person through the use of violence. *“For violence (...) the Court understood this as force, restraint, physical pressure, or psychic intimidation or threat - that the agent unfolds on the victim to make disappear or reduce your chances of opposition or resistance to the aggression that it executes”*. (Giraldo & Sierra, 2010); 2) Carnal access to a person made unable to resist (article 207): when it is performed with a person who has been made unable to resist or in a state of unconsciousness, or in conditions of mental inferiority that prevent him or her from understanding the relationship sexual or consent; 3) Abusive carnal access with a child under 14 years of age (article 208): when it is carried out with a person under 14 years of age. In this crime it is irrelevant that the minor under 14 years of age has given his consent; 4) Carnal access with incapable of resisting (article 210): when it is performed on a person in a state of unconsciousness, who suffers from a mental disorder or who is incapable of resisting.

**Reparative action.** Any educational action that seeks to amend and compensate for damages caused to other people. These are actions that seek to restore relationships or the school environment of trust and solidarity. These types of actions are built collectively and can be activated to deal with inadequately managed conflicts (type I and II situations).

**School harassment (intimidation or bullying).** In accordance with article 2 of Law 1620 of 2013, is all negative conduct, intentional, methodical and systematic aggression, intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, threat or incitement to violence or any form of psychological abuse, verbally, physically, or by electronic means against a girl, boy or adolescent, by a student or several of his peers with whom he maintains a asymmetrical power relationship, and which is presented repeatedly or over time certain. It can also occur from teachers against students, or students against teachers, and before the indifference or complicity of its environment (Decree 1965 of 2013, article 39). The imbalance of power and the fact that bullying school involves repeated aggression by who has more power over who has less, differentiate bullying from situations of improperly managed conflict.

**Harassment due to homophobia or based on sexist attitudes.** Situations in which they are observed repeatedly and systematic aggression such as nicknames, jokes, insults, rumors, verbal or written offensive comments (notes on bathrooms, walls, boards, desks) related to the person's real or supposed sexual orientation or gender identity. They include repeated practices of segregation (separating from

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<sup>1</sup> Source: Guide No. 49 of the Ministry of National Education, called "Pedagogical Guides for school climate." Pages 47 to 57. Who in turn cite Chau, E., Vargas, E., Ibarra, C. & Minski, M. (2013)? Basic procedure for educational establishments. Final document of the consultancy for the preparation of the regulations of Law 1620 of 2013. Document prepared for the MEN. Bogotá: unpublished document.

the group), exclusion (preventing participation in activities and decision-making) or discrimination (establishing barriers or restrictions to the enjoyment of fundamental rights). This type of harassment is generally directed towards people who express a sexuality that does not comply with social stereotypes associated with gender or sexual orientation.

**School aggression.** Any action carried out by one or more people that make up the educational community and that seeks to negatively affect other people in the same community, at least one of whom is a student. School aggression can be physical, verbal, gestural, relational and electronic (Decree 1965 of 2013, article 39).

**Sexual harassment.** According to the Colombian penal code, article 210A, sexual harassment is a crime and defines it as *"the one that for your benefit or that of a third party and taking advantage of its manifest superiority or relationships of authority or power, age, sex, employment, social, family or economic position, harasses, persecutes, harasses or harasses physically or verbally, with non-consensual sexual purposes, to another person"*. This definition can be complemented by understanding sexual harassment as situations in which aggression is observed repeatedly and systematically as a mechanism to undermine another person through objectification. This can relate to obtaining sexual pleasure without the consent of one of the parties involved. Sexual harassment includes, but is not limited to, sexual comments; opinions about the body that are classified as aggressive insofar as they are not solicited or are given between people who do not know each other or do not have a relationship of trust (for example, compliments); comments that refer to a person's body as an object and assume someone's power over that person's body. Sexual harassment also consists of vulgar gestures and nonconsensual insistence on private encounters or sexual activity.

**Sexual activity** Set of individual or interpersonal processes that aim to arouse or satisfy sexual desire and that may or may not culminate in orgasm. These processes include sexual fantasies; masturbation; kisses on the mouth or on other parts of the body; caresses over clothes; caresses under the clothes; mutual stimulation of the genitals with the hands or mouth; simulation of sexual intercourse with or without clothes on; vaginal penetration, or anal penetration (Vargas, 2013).

**Penetrative sexual activity, intercourse, or sexual intercourse.** sexual conduct involving contact between the penis, vulva, anus or mouth between two or more people. It also includes activities interpersonal relationships involving the introduction into the anus or vagina of the hand, finger or any another object (Vargas & Barrera, 2003).

**Violent sexual act, in a person made incapable of resisting or with minors under 14 years of age.** The Colombian criminal code does not provide a definition sexual act in the way that article 212 he provides it for carnal access. However, of its article 206 can be deduced that sexual act it will be all that different from carnal access. The law Colombian criminal law enshrines several types of act sexual: 1) The violent sexual act (article 206): when a sexual act is performed on another person different from carnal access through violence. "By violence (...) the Court understood this as force, constraint, physical or psychological pressure – intimidation or threat - that the *officer deploys on the victim to make disappear or reduce their possibilities of opposition or resistance* to the aggression that it executes". (Giraldo & Sierra, 2010); two) The sexual act in person put in disability of resist (article 207): when it is done with a person which has been rendered incapable of resisting or in a state of unconsciousness, or in conditions of psychic inferiority that prevent him from understanding the sexual intercourse or consent; 3) Acts sex with a minor under 14 years of age (article 209): when sexual acts are performed, other than carnal access, with a person under 14 years of age or in their presence, or induces them to sexual practices. In

this crime it is irrelevant that the minor under 14 years of age has given his consent; 4) Sexual acts with someone unable to resist (article 210): when performed on a person who is unconscious, suffers from a mental disorder or is unable to resist.

**Electronic aggression.** Any action that seeks to negatively affect other people through electronic means. It includes the dissemination of intimate or humiliating photos or videos on the Internet, making insulting or offensive comments about other people through social networks (Twitter, Facebook, YouTube, among others) and sending insulting or offensive emails or text messages; both anonymously and when the identity of the sender is revealed (Decree 1965 of 2013, article 39).

**Sporadic aggression.** Any type of aggression that occurs only once, that is, that is not part of a pattern of repeated aggressions against the same person. This concept includes isolated events of physical, verbal or relational aggression. It does not include electronic aggressions carried out on virtual social networks, since these, when disclosed, become repeated offenses. For example, uploading an intimate photo to a social network on the Internet cannot be considered sporadic aggression despite the fact that the photo was only uploaded once, since said photo can be shared and forwarded countless times. On the other hand, an offensive text message can be considered sporadic aggression if it is not part of a pattern of aggression and is sent only to the person attacked.

**Physical aggression.** Any action that has the purpose of causing harm to the body or health of another person. It includes punches, kicks, shoves, slaps, bites, scratches, pinches, hair pulling, among others (Decree 1965 of 2013, article 39).

**Gesture aggression.** Any action that seeks with gestures to degrade, humiliate, frighten or disqualify other people (Decree 1965 of 2013, article 39).

**Relational aggression.** Any action that seeks to negatively affect people's relationships. It includes excluding from groups, deliberately isolating and spreading rumors or secrets seeking to negatively affect the status or image that the person has in front of others (Decree 1965 of 2013, article 39). These behaviors may also have a sexual content if the relational aggression is related to discrimination based on a person's sex, sexual orientation, gender identity, partner relationships, or sexual behavior.

**Verbal aggression.** Any action that seeks with the words to degrade, humiliate, frighten or disqualify other people. It includes insults, offensive nicknames, ridicule and threats (Decree 1965 of 2013, article 39).

**Cyberbullying (electronic harassment or Cyberbullying).** According to article 2 of the Law 1620 of 2013, is all forms of intimidation deliberate use of information technology (Internet, virtual social networks, mobile telephony and online video games) to exert psychological abuse and continued (Decree 1965 of 2013, article 39). Includes electronic attacks that may have been made only once, but they become in situations of repeated aggression when staying in virtual spaces to which many people can access.

**Classroom climate.** It refers to the context or work environment that is created in a classroom, and in each of the subjects that are developed in it. It is defined from the interaction between the physical characteristics of the place where the class is taught, the characteristics of students and teachers, the subject itself, the pedagogical and didactic strategies used, and even the particularities of the EE and the quality of the relationships between students, and between teachers and students in the classroom (Somersalo, Solantaus & Almqvist, 2002). There are at least two fundamental dimensions for a classroom

climate favorable to coexistence: 1) care in relationships and 2) the structure of the class. Caring in relationships refers to mutual concern for the well-being of other people, communication, warmth and affection in relationships, group cohesion, constructive conflict management, taking another person seriously, and support to those who need it. The structure of the class refers to the establishment of norms and their consistent application, to the order in the class and to the following of instructions (Chaux, 2012). Both dimensions are important for the development and implementation of citizenship competencies.

**Institutional climate.** It is a global term that encompasses different aspects of the quality of relationships in the educational community (Chaux, 2012). The institutional climate refers to the relationships between teachers, students, directors, teachers with guidance functions, support staff, families and staff administrative. It includes aspects as diverse as the sense of belonging, job satisfaction, the perceived connection between the people who make up the educational community, the support they perceive they can count on or the perception of how much opinions are taken into account (Chaux, 2012; LaRusso, Jones, Brown, & Abder, 2009; Orpinas & Home, 2006). In this sense, this represents the particularity of each one of the EE, since it is influenced by variables such as its organizational structure, the leadership of its directives, its size, the characteristics of each one of the people that make up the educational community, and the context in which it is located. It is influenced by the classroom climate. A democratic institutional climate allows all the people who make up the educational community to feel that they can get involved in important projects and decisions that affect the school (Chaux, 2012). This type of institutional climate makes democratic climates possible in the classroom.

**Sexual coercion** It is the use of power or force to compel someone to participate, in any way, in sexual activities.

**Citizen competencies.** Basic competences that are defined as the set of knowledge and cognitive, emotional and communicative skills that, articulated with each other, make it possible for citizens to act constructively in a democratic society (Law 1620 of 2013, article 2). They are all those cognitive, emotional and communicative capacities that, integrated with knowledge and attitudes, allow people to relate peacefully, and participate constructively and democratically in a society. Some examples are empathy, perspective taking, critical thinking, active listening, and consideration of consequences. There are various practical proposals on how to promote the development of citizenship skills (Chaux, 2012; Chaux, Lleras & Velásquez, 2004; Ruiz-Silva & Chaux, 2005). One of them is the classroom pacts which, when used as a strategy to develop citizenship skills, acquire a pedagogical meaning that goes beyond the agreement between students and teachers to build norms and regulate the interpersonal and knowledge relationships that occur when inside the classroom. It implies the exchange of knowledge, the negotiation of knowledge and the transaction of understandings, conceptions and ideals of each person or group about life (Soler, 2011).

**Systematic behavior.** These are actions that occur frequently. It also refers to any action that has been carried out repeatedly in a similar way and with the same people involved (for example, attacks that always fall on the same person attacked or attacks that tend to occur frequently).

**Conflict.** Situation characterized by the fact that there is a real or perceived incompatibility between the interests of one or several persons (Decree 1965 of 2013, article 39). This incompatibility can manifest itself through conversations, dialogues, discussions, altercations, confrontations or even fights. Although conflicts can escalate to generate situations of bullying, it is important to differentiate them, since situations of bullying are characterized by the presence of aggression, which occurs recurrently by

those who have more power over those who have less. Bearing in mind that conflicts are common situations that are characteristic of a plural and democratic society in which all people can think, believe and feel differently, the important thing is not to eliminate or mitigate them, but to express them in a constructive way, without aggression. There are three ways to handle them: *Constructively*: through dialogue, negotiation or alternative mechanisms such as mediation. *Passively*: yielding to the demands of the other party or avoiding each other. *Improperly*: using force or aggression to impose interests.

**Improperly managed conflicts.** These are situations in which conflicts are not resolved constructively and give rise to events that affect school climate such as altercations, confrontations or fights between two or more people in the educational community, of which at least one is a student, always and when there is no affectation to the body or health of any of the people involved (Decree 1965 of 2013, article 39).

**Consent for sexual activities.** Explicit words or actions by legally or functionally competent persons to freely decide whether or not to engage in sexual activity (Chaux et al., 2013). Consent expresses that the person agrees to participate in sexual activity voluntarily, without pressure of any kind and with full knowledge of the consequences of their decisions and actions. In Colombia, it has been defined that the person is capable of giving consent to participate in sexual activities from the age of 14, except for those cases enshrined in the Paragraph of article 217A of Law 599 of 2000, related to the non-production of Effects in the criminal field of the consent of minors under 18 years of age. In this frame of reference, the capacity to consent is limited when the person is under 14 years of age; when there is a condition of cognitive disability to understand what is happening; is under the influence of alcohol or another psychoactive substance, either because the perpetrator created said defenseless situation or because the victim put himself in it on his own, and when for any reason he is unable to decide autonomously. Similarly, and in accordance with article 217 of Law 599 of 2000, in the commercial sexual exploitation of persons under 18 years of age, the consent of the victim is not grounds for exemption from criminal liability. The inability to refuse or express disagreement with sexual activity is restricted or limited when the offender or perpetrator uses weapons or resorts to physical violence, threats, coercion, intimidation, pressure or abuse of power, when the victim is under the influence of psychoactive substances, or has a physical, sensory or cognitive disability that prevents them from resisting the imposed sexual activity (Chaux et al., 2013). Informed consent is limited when there is asymmetry of power in the relationship. Asymmetry in relationships is one of the criteria to take into account when managing behaviors with sexual content.

**Peaceful coexistence.** It is coexistence with other people in a common space, harmoniously and despite cultural, social, political, economic, or other differences that may arise. Talking about differences places conflict as an essential and natural element in human relationships. In this sense, the conflict dynamizes the relationships between people, enables social changes and is an element that, properly managed, is essential for the stability of society (Ruiz-Silva & Chaux, 2005).

**Co-responsibility.** It is the responsibility shared by two or more people in the face of the conditions in which a particular situation develops. It implies the recognition of obligations shared by different people in the face of coexistence, the promotion and protection of their own rights and those of others, both in the maintenance of the desired conditions in favor of well-being, as well as in the generation of adverse conditions and the effects that this generates in the quality of life of people.

**Damage to school property.** Any action, carried out by one or more people from the educational community, that seeks to damage the belongings of another person in the School.

**Human dignity.** As a constitutional principle and as a right that must be protected and guaranteed in the educational community, three guidelines are established around which human dignity is specified (Constitutional Court, 2002): *“(i) Human dignity understood as autonomy or as the possibility of designing a life plan and to be determined according to their characteristics (living However you want). (ii) Human dignity understood as certain concrete material conditions of existence (living well). And (iii) human dignity understood as the intangibility of goods non-patrimonial, physical integrity and integrity moral (living without humiliation)”*. In terms of cultural changes, and the contribution of the ES in these guidelines, dignity has to do with the development of attitudes and the deployment of skills in such a way that, in the search for their dignity and in the task of giving it meaning to their existence, to act in specific environments, social groups can privilege some attitudes and aptitudes over others. In relation to school climate, it would be about promoting those skills that strengthen coexistence.

**Human Rights (HR).** As in other matters, the study of human rights is done from different approaches or schools so that, although there is an international system of human rights, whose treaties are binding and mandatory for the states that sign them, there are perspectives that guide its management in different meanings: natural law, legal positivism, historical-cultural, and minimum vital needs, among others. For example, one definition states that *“human rights are demands for liberties, faculties or benefits, directly linked to the dignity of every human being, recognized as legitimate by the international community -because they are consistent with widely shared ethical-legal principles- and for this reason are considered worthy of legal protection in the domestic sphere and at the international level”* (Ombudsman of the People, 2001). Understood in this way, Human Rights are seen from three dimensions: One ethical dimension, from which it is possible to regulate the coexistence because it is expected that the relationships between these citizens are built from a democratic ethic. A political dimension, since they serve as an instrument to set limits and make demands on state power, whose legitimacy is conditioned by the ability to respect the limits and satisfy the imposed demands, since these are formulated based on criteria of legitimacy and justice. A legal dimension, because as already mentioned, there is an international and national system of human rights, that is, they are enshrined in national and international norms that define positive and negative obligations for states.

**Human, Sexual and Reproductive Rights (DHSR).** They are the fundamental freedoms that all people with respect to their sexuality, their sexual and reproductive decisions and the care of themselves to promote, maintain and improve their well-being and that of others with whom they interact. Human rights, which in the specialized literature (Cook, Dickens & Fathalla, 2003) and from the declarations of the Cairo and Beijing Conferences are known as sexual and reproductive rights, are not enshrined in a treaty or convention. Its denomination has facilitated the recognition of sexuality, sexual activity and reproduction in the health of people, in general, and particularly in the well-being and quality life of traditionally discriminated groups: girls, boys, adolescents, women, people who express diverse sexual identities, and people with disabilities (Petchesky, 1995). The HRHR recognize the fundamental freedoms related to: a) obtaining and disseminating scientific information concerning sexuality, sexual health and reproductive health; the expression of sexuality; gender behaviors, and decisions about alternatives for gratifying sexual desire; b) choices about a partner; the formation of a family; maternity or paternity; the use of methods to prevent pregnancy or sexually transmitted infections, and access to quality sexual and reproductive health services and resources (Jaramillo & Alonso, 2008). Human rights related to sexuality, sexual health and reproductive health must be recognized by all people from early childhood, must be respected in daily interactions and must be guaranteed by the State and its representatives. In the school environment, both the teaching directors and families, as well as the

teaching, administrative and support team, are obliged to guarantee girls, boys and adolescents an environment conducive to the real and effective exercise of their HRHR.

**Education for the exercise of Human Rights and Human Rights.** It is one aimed at training people capable of be recognized as active holders of human rights and DHSR and with which they will develop competencies to relate to criteria of respect for her or himself and by others, and in order to to achieve a state of physical well-being, mental and social that enables them to make decisions assertive, informed and autonomous to exercise a free, satisfactory, responsible and healthy sexuality. The foregoing, around the construction of their life project, the transformation of social dynamics, and towards the establishment of more just, democratic and responsible relationships (Law 1620 of 2013, article 2).

**Rights approach.** Incorporating the dignity and rights approach means making it explicit in pedagogical principles, and above all in educational practices, that dignity and human rights are the guiding axis of social relations between the educational community and the configuration of new experiential frameworks. It is about promoting practices and ways of living from the ethical references of human rights, from which meanings and ways of acting that go against the dignity of people and respect for their human rights are displaced and questioned.

**Gender approach.** It means delving into the ways in which relationships between men and women are built, and how they are determined by the social belief system of the context in which they find themselves. It allows relationships to be analyzed and facilitates generating spaces for reflection and promoting affirmative actions to equalize educational opportunities (HEGOA & ACSUR, 2008).

**Differential approach.** Historically, humanity has learned to create inequalities where there are only differences. Incorporating the differential approach means that each educational community establishes its educational intention and its principles and guides its educational practices taking into account the context in which it finds itself; so that the educational process will be relevant to people. In this sense, it generates mechanisms to recognize, make visible and enhance the fact that in the educational community there are people with particular characteristics due to their location in a given territory, their origin, their work, their age, gender, sexual orientation and situation. of disabilities, who require particular attention and the implementation of affirmative actions that allow them to feel part of the educational community (ONU, 2013).

**Enforceability of rights.** The realization of rights imposes obligations on the State for their materialization, protection and respect (Ombudsman, 2001). The capabilities that are put into play and the processes that people carry out to achieve a higher level of guarantee of rights are called enforceability of rights. Three types of enforceability are recognized: social (use of local and national spaces for participation, activation of social mobilization mechanisms, and monitoring to make visible the needs of a population); political (active participation and influence in decision-making scenarios, in the formulation of laws and implementation of public policies on issues of interest to each community), and the legal enforceability of rights, for which a On the one hand, knowledge of constitutional and legal rights and, on the other, the use of legal mechanisms: compliance action, tutela action, petition rights, among others, with which the State is mobilized to fulfill its obligations of protection, respect and guarantee, and respect for individuals is demanded (Ombudsman's Office, 2001).

**Child Sexual Exploitation.** Sexual exploitation is defined as a form of exploitation, domination, coercion, manipulation and, in some cases, subjection to servitude, of girls, boys and adolescents in order to obtain or provide pleasure, excitement or erotic gratification (ICBF, UNICEF, ILO, INPEC & Fundación



Renacer, 2006). The commercial sexual exploitation of girls, boys and adolescents includes sexual abuse in exchange for remuneration in cash or in kind for the girl, boy or adolescent or for a third person or group of people (ECPAT & UNICEF, 1966). Likewise, it constitutes a form of coercion and violence towards children and adolescents. An example of sexual exploitation in the school context is the girl who, in exchange for part of the money her classmates charge, allows other students to kiss her or touch different parts of her body.

**Guarantee of rights.** They are the measures, means, goods and services that the State puts into operation to materialize and protect the realization of constitutional rights and guarantees, such as, for example, freedom of conscience, freedom of worship and freedom of expression.

**Gender.** Set of social norms that define the attitudes, values, expectations, roles and behaviors that people should adopt according to the sex assigned at birth.

**Superior interest of girls, boys and adolescents.** It refers to the fact that the well-being of children and adolescents will be above the circumstances (UNICEF, 2005). For example, in the protection and care measures taken and implemented by public or private institutions and authorities, the well-being of children and adolescents will be sought.

**Restorative justice.** It appears as a criticism of the retributive justice approach, the latter with a strong emphasis on criminal law focused especially on the punishment for the violation of the norm. Restorative justice, on the contrary, raises the importance of reconciliation between the offended person and the offender as a social necessity. Therefore, in this approach special attention is paid, not to the violation of the norm, but to the needs of the offended person, offering the offending person the possibility of repairing the damage caused, restoring their dignity and offering the possibility of reintegrating socially. It is characterized by focusing on the future more than on the past, the guarantee of non-repetition, and the implementation of community participation strategies such as direct dialogue, a culture of forgiveness and reparation for the damage caused (Uprimny & Saffón, 2005).

**Mediation.** It is a conflict resolution process in which the two opposing parties voluntarily go to a third person, impartial, called a mediator or mediator, in order to reach an agreement that is satisfactory to both parties (De Armas, 2003). In this process, the solution is not imposed by third parties, but is created by the parties (Rozenblum, 1998).

**Sexual orientation** Concept that identifies the sex of the people towards whom physical, romantic or sexual attraction is experienced in a preferential way. If this attraction is towards people of the same sex, it is called homosexual, if it is towards people of both sexes, bisexual, and if it is towards people of the opposite sex, heterosexual.

**Prevalence of rights.** This principle helps resolve situations in which not all people can have access to their rights at the same time and in the same way, even when they are all subjects of rights. That is, when the rights of two or more people or the exercise of two or more rights enter into a dilemma or conflict, the principle of prevalence requires that the actions carried out give priority, guarantee and take care of certain rights or groups of people over others. For example, when the economic rights of the community clash with the fundamental ones (caring for life before favoring access to work). Or when we think of populations, the rights of children and young people prevail over those of any other person. Likewise, vulnerable populations, such as ethnic minorities, people with diverse abilities, in a situation of displacement, women, the LGBTI population, etc. have priority.

**Principle of proportionality.** This principle requires that the corrective measures taken in any situation be proportional and not disproportionate. That is to say, that the penalties or punishments that are imposed are adequate to achieve the purpose that justifies them and that they are as least serious as possible. In the school context, this principle refers us to the Childhood and Adolescence Code that recognizes children and adolescents who violate a coexistence agreement as subjects of rights that require, above all, their restitution. In other words, the principle of proportionality in the case of children and adolescents requires that, in a situation in which punishments and other corrective measures would traditionally be adopted, on the contrary, the understanding of the transgressor as a subject that requires restitution of their rights. In short, favor training over corrective actions (restorative justice).

**Comprehensive protection principles.** The comprehensive protection of children and adolescents establishes four specific actions for its realization: 1. Recognition of children and adolescents as subjects of rights; 2. Guarantee its compliance; 3. Prevent its threat or violation; and 4. Ensure their immediate reinstatement. These four actions, as well as all those carried out within the EE, must be governed by eight principles: superior interest, prevalence of rights, co-responsibility, equity, social inclusion, solidarity, complementarity, and subsidiarity.

**Pedagogical processes.** Activities that are developed intentionally in order to mediate the significant learning of the student group. Among these processes are motivation, recovery of previous knowledge, generation of cognitive conflicts, information processing, application, reflection on learning, and evaluation.

**Protocol.** It is a written and detailed plan of the specific actions and strategies that will be carried out in the ET to respond to situations that arise at the three levels of care (type I, II and III situations).

**Reconciliation.** Restoration of a relationship that was broken or affected by an improperly managed conflict or another situation. Reconciliation can be: 1) explicit, when, for example, apologies are offered; 2) implicit, when the relationship is resumed without talking about what happened, or 3) facilitated by another person who helps to recover the relationship.

**Asymmetric relationship.** It refers to the inequality in status or the imbalance of power that occurs between the people involved in an interpersonal relationship. Asymmetry is the main criterion that makes it possible to establish when a certain situation constitutes a form of violence or sexual abuse if minors are involved.

**Asymmetric relationship by knowledge.** When the imbalance of power originates from the fact that one of the people involved in the relationship has more experience or knowledge to make autonomous decisions and about the implications of sexual activity. That is, there is abuse of power for knowledge because the person who abuses has more criteria to establish the meaning and implications of sexual activity.

**Asymmetric relationship for gratification.** When the imbalance of power originates from the fact that one of the people involved in sexual activity only seeks the satisfaction of their sexual desire. In this case, the abuser is after his own gratification and his intention is not mutual satisfaction.

**Asymmetric power relationship.** It refers to differences or inequalities between people that facilitate or favor one person being in a privileged or advantageous position with respect to another. These

inequalities can be due to age (elderly with respect to minor, adult person with respect to girl, boy or adolescent); by knowledge (adolescent who knows the implications of sexual relations with respect to a girl, boy or a person with cognitive disabilities who does not have the same information); by gender (male versus female), and power (teacher versus student, strong versus weak, group leader versus follower, or more attractive versus less attractive). ). The definition of power asymmetry is relevant to identify, for example, situations involving sexual offenses and cases of bullying.

**Restoration of the rights of children and adolescents.** Is the set of administrative and other actions, that are developed for the restoration of its dignity and integrity as subjects of rights, and its ability to effectively enjoy rights that have been violated (Decree 1965 of 2013, article 39).

**Re-victimization.** Situation that occurs when exposing an assaulted person or victim to new abuses or situations of vulnerability, by the people who must provide care or support (school, community, institutional or legal) (Tontodonato & Erez, 1994). Some common examples of re-victimization in situations of sexual harassment are: a) scolding the victim for putting herself at risk; b) make their identity and case known to the community; c) insinuate that you have some level of responsibility for what happened; d) ask him not to make a scandal, remain silent or not report; e) take measures that lead her to change her daily life without the victim wanting it, such as changing EE, living room, neighborhood, etc., and f) asking her to narrate and remember what happened over and over again, to several people, reliving the painful experience.

**Comprehensive Care Route for school climate.** It is a tool that arises in the Law 1620 of 2013 and its regulatory decree, as a clear path made up of a series of actions, from different components, to respond comprehensively to all situations who seek, in one way or another, to strengthen the school climate and mitigate the factors that they can affect it.

**Sex.** Set of genetic, anatomical, physiological, hormonal and functional characteristics that differentiate women from men.

**Sext.** It refers to the production and distribution of sexually explicit content through the Internet, social networks, cell phone text messages or any other means of new information and communication technologies. It includes the production and distribution of texts, photos and videos of naked or semi-naked people, couples or groups of people or involved in different forms of sexual activity (including masturbation and penetrative sexual intercourse). If the visual or audiovisual material that is produced or distributed includes minors (under 18 years of age) it is classified as pornography with persons under 18 years of age; crime typified in article 218 of Law 599 of 2000.

**Sexuality.** Facet of personal identity that implies the recognition of the degree of acceptance that is experienced against the assigned sex, the social norms of gender and the sexual orientation that is discovered. It is expressed in the recognition and positive assessment of the sexual characteristics of one's own body, of both the feminine and masculine characteristics with which the person identifies, and the sex of the people for whom he/she experiences attraction to establish affective and sexual relationships (Vargas & Ibarra, 2013).

**Type I situations.** Inappropriately managed conflicts and those sporadic situations that have a negative impact on the school climate, and that in no case cause harm to the body or health (Decree 1965 of 2013, article 40) correspond to this type.

**Type II situations.** Situations of school aggression, bullying and cyberbullying, which do not have the characteristics of committing a crime and which meet any of the following characteristics, correspond to this type: a) They occur repeatedly or systematically. b) That cause damage to the body or health without generating any disability for any of the people involved (Decree 1965 of 2013, article 40).

**Type III situations.** This type corresponds to situations of school aggression that constitute alleged crimes against freedom, integrity and sexual formation, referred to in Title IV of Book 11 of Law 599 of 2000, or that constitute any other crime established in criminal law. current Colombian law (Decree 1965 of 2013, article 40)

**Active subject in rights.** It is the one with aptitude and capacity to demand their rights, that is, with the capacity to mobilize the state apparatus to guarantee and protect their rights. It is that person from whom the defense, protection and guarantee of their human rights is claimed or for whom. A passive subject is one to whom the defense, protection and guarantee of rights is claimed. The human being can be understood in all its dimensions, so becoming an active subject of rights implies approaching that human being from its social, political, economic, historical and cultural relations (MEN, 2012). Gender-based or gender-based violence gender. It is a phenomenon that is understood as any harm perpetrated against a person's will that is rooted in inequalities of power and related to gender roles. It includes physical, sexual and psychological violence, threat of violence, coercion or arbitrary deprivation of liberty. In our context, although it can take many forms, it almost invariably disproportionately affects women, girls, boys and those adult men and women who leave the heterosexual model (MINSALUD & PNUD, 2011).

**Sexual violence.** In accordance with the provisions of article 2 of Law 1146 of 2007, "*the understands sexual violence against boys, girls and adolescents any act or behavior of a exercised sexually on a boy, girl or adolescent, using force or any form of coercion physical, psychological or emotional, taking advantage conditions of helplessness, inequality and existing power relations between victim and aggressor*" (Decree 1965 of 2013, article 39). It comprises a continuum of acts that includes, but is not limited to, sexual situations of carnal access, sexual acts or sexual harassment. Sexual violence occurs when the person does not consent to sexual activity or when the victim is unable to consent (for example, due to age, lack of information, being under the influence of psychoactive substances or due to their disability condition.) or to refuse (for example, because you are under threat or subjected to physical or psychological violence, or coercion). Sexual violence includes carnal access, sexual acts other than carnal access and sexual harassment, among its main manifestations, but it must be taken into account that within this category of sexual violence crimes against freedom, integrity and education are framed. described by Law 599 of 2000.

**Violation of the rights of children and adolescents.** It is any situation of damage, injury or damage that prevents the full exercise of the rights of children and adolescents (Decree 1965 of 2013, article 39).

## REFORMS AND VALIDITY

This Student Handbook may be amended by the Institutional Directive Council, in accordance with the provisions of the General Education Law (Law 115 of 1994) and Regulatory Decrees or those regulations that complement or replace it.

This Student Handbook has been approved by the Directive Council, as stated in the minutes of June 8, 2009, and its validity begins as of enrollment for the 2009-2010 school year.

The updating of this Student Handbook has been approved by the Directive Council, as stated in the minutes of September 14, 2009, and its validity begins as of the present school year 2009 - 2010.

The updating of this Student Handbook has been approved by the Directive Council, as stated in the minutes of January 18, 2010, with the definition of the Student Profile and it begins its validity as of the 2010 - 2011 school year.

The updating of this Student Handbook has been approved by the Directive Council, as stated in the minutes of February 28, 2011, with the reform of Article 64 and the addition of Article 61.1. Exchange Policy. It begins its validity from the 2011 - 2012 school year.

The updating of this Student Handbook has been approved by the Directive Council, as stated in the minutes of September 22, 2011, with the elimination of Article 78 that was repeated, remaining reserved and the addition of Article 56. Dress Code, clarification in the footwear. It begins its validity from the 2011 - 2012 school year.

The review and update of this Student Handbook has been approved by the Directive Council, as stated in the minutes of May 31, 2012. It begins its validity as of the 2012-2013 school year.

The review and updating of this Student Handbook have been approved by the Directive Council, as stated in the minutes of September 20, 2012. It continues to be valid in the 2012-2013 school year.

The review and updating of this Student Handbook have been approved by the Directive Council, as stated in the minutes of February 28, 2013. Clarifying the addition of the General Coexistence Rules. It is effective from the 2012-2013 school year.

The review and updating of this Student Handbook have been approved by the Directive Council, as stated in the minutes of April 18, 2013. Clarifying the addition of the Paragraph in Article 43, the addition in article 36.1 and the change in the Article 107: Use of Technology. It is effective from the 2013-2014 school year.

The review and updating of this Student Handbook have been approved by the Directive Council, as stated in the minutes of May 12, 2014. Approving the addition of Article 32 (School Community Committee (Comité Escolar de Convivencia)). It begins its validity from the date.

The review and updating of this Student Handbook have been carried out throughout the 2014-2015 school year, as recorded in the minutes of the Directive Council, its last review and approval has been made by the Directive Council, as recorded in the minutes of the 7th of May 2015. Approving the

addition of Article 112 (Vehicles), Article 54 (Granadino Golden Award). It is effective from the 2015-2016 school year.

The review and updating of this Student Handbook have been carried out throughout the 2015-2016 school year, as recorded in the minutes of the Directive Council, its last review and approval has been made by the Directive Council, as recorded in the minutes of 2 June 2016. Approving the addition of Article 32 (School Community Committee (Comité Escolar de Convivencia)), the reform to the Requirements for graduation with a High School Diploma in Article 38, numeral 38.2 and 38.3. It begins its validity from the 2016-2017 school year.

The review and update of this Student Handbook has been carried out throughout the 2016-2017 school year, as recorded in the minutes of the Directive Council, its last review and approval has been made by the Directive Council, as recorded in the minutes of 1 June 2017. It begins its validity from the 2017-2018 school year.

The review and updating of this Student Handbook have been carried out throughout the 2017-2018 school year, as recorded in the minutes of the Directive Council, its last review and approval has been made by the Directive Councils, as recorded in the minutes of 1 March 2018. Its validity begins as of the date.

The last review and update of this Student Handbook has been carried out throughout the 2017-2018 school year, as recorded in the minutes of the Directive Council, the last review and approval has been made by the Directive Council, as recorded in the minutes of 31 of May 2018, in which it was decided to include the Care Routes as an annex to the Student Handbook. It begins its validity from the 2018-2019 school year.

The last review and update of this Student Handbook was carried out at the meeting of the Directive Council on May 23, 2019, in which adjustments or modifications were made to existing articles and other important aspects for school climate were included. Its validity begins on August 1, 2019.

The last review and update to this Student Handbook was made at the Directive Council meeting on August 10, 2020, and modifications are made to the disciplinary process, important paragraphs are included in the duties and prohibitions of students during virtual education, a temporary paragraph is placed in article 48 on the evaluation of students, it is clarified that the meetings of all school governing bodies may be held in person or virtually, and style adjustments are made. Its validity begins on August 11, 2020.

The last review and update to this Student Handbook was carried out at the meeting of the Directive Council on January 29, 2021, through which reforms were made to articles 14, 16, 51, 51.1, 51.2 and 71. valid on January 30, 2021, with its publication on the website of the Asociación Colegio Granadino.

The last review and update to this Student Handbook was carried out at the meeting of the Directive Council on February 24, 2021, through which reforms were made to articles 51 and 64 and style and form adjustments were made. It begins its validity on March 1, 2021, with its publication on the website of the Asociación Colegio Granadino.

The last review and update to this Student Handbook was carried out by virtual vote of the members of the Directive Council dated June 16, 2021, through which reforms were made to the articles and

adjustments of style and form were made. Its validity begins on July 1, 2021, with its publication on the website of the Asociación Colegio Granadino.

The last review and update to this Student Handbook was carried out at the meeting of the Directive Council on June 24, 2022, through which reforms were made to articles 17, 31, 39, 42, 43, 47, 48, 51, 59, 60, 69 to 84, 91 to 110 and annexes and style and shape adjustments are made. It begins its validity on July 25, 2022, with its publication on the website of the Asociación Colegio Granadino.

The last review and update of this Student Handbook was carried out at the meeting of the Directive Council on November 2, 2022, through which reforms were made to articles 22, 28, 29.1, 30, 31, 32, 33, 55.4, 60, 70, 71, 76, 80, 101, 102, 127 and adjustments of style and form are made. It begins its validity on November 10, 2022 with its publication on the website of the Asociación Colegio Granadino.

The last review and update of this Student Handbook was carried out at the meeting the Directive Council on February 1, 2023, through which reforms were made to articles 24, 30, 31, 46, 60, 70, 71, 75.5, 76.1, 80 and style and shape adjustments are made. It begins its validity on February 8, 2023 with its publication on the website of the Asociación Colegio Granadino.

The last review and update of this Student Handbook was carried out at the meeting of the Directive Council on March 13, 2023, through which reforms were made to articles 46, 68 and 52.1 and adjustments of style and form were made. . It begins its validity on March 17, 2023 with its publication on the website of the Asociación Colegio Granadino.

The last review and update of this Student Handbook was carried out at the meeting of the Directive Council on June 20, 2023, through which reforms were made to article 60 and adjustments of style and form were made. It begins its validity on August 9, 2023 with its publication on the website of the Asociación Colegio Granadino.

The last review and update of this Student Handbook, was carried out at the meetings of the Directive Council on September 27 and October 4, 2023, through which reforms were made to articles 26, 28, 29, 29.1, 48, 51, 51.1, 57, 60, 62, 63, 64, 66, 67 and adjustments of style and form were made. It begins its validity on October 18, 2023 with its publication on the website of the Asociación Colegio Granadino. (Article 110.1 was also modified but comes into effect on January 15, 2024)



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